DOCUMENT RESUME

ED 290 285 EC 201 747

AUTHOR	Striefel, Sebastian; And Others
TITLE	Grouping Handicapped and Non-Handicapped Children in Mainstream Settings. The Functional Mainstreaming for Success (FMS) Project. Project Manual. Final Report--Part 2.
INSTITUTION	Utah State Univ., Logan. Developmental Center for Handicapped Persons.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE	24 Aug 87
GRANT	G008401757
NOTE	294p.; For Part 1 and 3 of the Final Report, see EC 201 746 and EC 201 748. For selected papers, see EC 201 749 and EC 201 751-759. Some charts are too small to reproduce well.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Administrator Attitudes; Decision Making; Delivery Systems; *Demonstration Programs; *Disabilities; Handicap Identification; Individualized Education Programs; *Mainstreaming; Parent Education; Peer Acceptance; Preschool Education; *Program Development; *Program Evaluation; Staff Development
IDENTIFIERS	Early Intervention; *Functional Mainstreaming for Success Project; *Reverse Mainstreaming

ABSTRACT

The project manual was a product of the 3-year project, "Functional Mainstreaming for Success," (FMS) designed to develop a model for instructional mainstreaming of 162 handicapped children (3-6 years old) in community settings. The major feature of the project was development of a full reverse mainstreamed preschool program, which included children with and without handicaps in the same class in a 50:50 ratio. The manual's introduction examines the project background, explains its service delivery philosophy, provides a detailed definition of mainstreaming, offers an overview of the FMS project, and describes the project's use of total and partial reverse mainstreaming. The remainder of the document details activities and materials involved in the completion of the ten project planning tasks. These tasks concerned: (1) administrative commitment and decision making, (2) staff preparation and awareness activities, (3) modification of service delivery systems, (4) parent preparation, (5) peer preparation, (6) child identification and recruitment, (7) Individualized Education Program decision making process, (8) implementation, (9) evaluation and transition, and (10) consumer satisfaction. An appendix provides a listing of project products or literature reviews. (DB)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED290285

Grouping Handicapped and Non-Handicapped Children In Mainstream Settings

The Functional Mainstreaming For Success (FMS) Project

Project Manual
Final Report-Part 2

Handicapped Children's Early Education Program
U.S. Office of Education
Project Number: 024BH60018
Grant Number: G008401757
CFDA: 84.024B

Sebastian Striefel, Ph.D.
Project Director
John Killoran, M.Ed.
Project Co-Director
Maria Quintero, Ph.D.
Project Coordinator

Developmental Center
for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-1985

August 24, 1987

EC201747

BEST COPY AVAILABLE

The Project Directors would like to express their appreciation to all of the people who helped develop, implement or facilitate the completion of this project. Specifically, we want to thank Trenly Yanito, Stacey Mott, Afsaneh Ahooraiyan, Paul Adams, Joel Allred, Brady Phelps, Connie Nelke, Jane Schultz, Steve Campbell, Brian Sevy, LeAnn Hyer, Mark Thornburg, Robin Korones, Patti Bodine, Christy Woffinden, Sonja Nyman, Nancy Yonk, Sue Olsen, Bonnie Julander, Brooki Sexton, Pam Miller, Anne Elsweiler, Bob Morgan, Nancy Miller, Judy Myles, Carrie Munn, Susie Sivill, Geanie Lombard, Ellen Frede, and anyone else who helped but whose name we forgot to list.

This publication was supported by Grant Number G00841757 from the Handicapped Children's Early Education Program of the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by them should be inferred.

TABLE OF CONTENTS

FORWARD

- Preschool Education: The Challenge Before Us

INTRODUCTION

- Why FMS Was Developed
- Service Delivery Philosophy
- Mainstreaming Defined
- Overview Of The FMS Project
  - Goal 1
  - Goal 2
  - Goal 3
  - Goal 4
  - Goal 5
- Description Of FMS Total & Partial Reverse Mainstreaming
- FMS Model Description

EFFECTIVENESS OF DATA

- General Planning Tasks 1-5, Outline
- General Planning Tasks 6-10, Outline

GENERAL PLANNING TASKS 1-5

- TASK 1 - Administrative Commitment and Decision-Making
  - List of Goals and Activities That Demonstrate Commitment
  - A Self-Evaluation Checklist for Administrators
  - Terms Related to Mainstreaming
  - The Administrative Planning Form
  - Summary
- TASK 2 - Staff Preparation and Awareness Activities
  - Questions Teachers Often Raise About Mainsreaming
  - Step 1 - Orientation
  - Step 2 - Training
  - Step 3 - Implement Training on an On-going Basis

    The General Teacher Needs Assessment
    The Teacher Expectations and Assistance for Mainstreaming for Preschool and Kindergarten
    The Directory of Local Training Resources

TASK 3 - Modification of Service Delivery Systems
    Least Restrictive Instruction
    Non-Obtrusive Data Collection
    Least Restrictive Behavioral Programming
    Consultants
    Teacher Guidelines for Prompting and Praising
    Least Restrictive Treatment Policy: A Five Level System

TASK 4 - Parent Preparation
    Knowledge About Mainstreaming
    Quality of Education
    Support Services
    Social Isolation
    Grading
    Inappropriate Models
    Methods for Addressing Parent Concerns About Mainstreaming
    Discussion and Recommendations
        Parent Brochures
        Parent Mainstream Opinionnaire

TASK 5 - Peer Preparation
    Peer Preparation Activities
        Peer Preparation of Preschoolers in Mainstream Settings
        Puppet Shows

TASK 6 - Child Identification and Recruitment

TASK 7 - IEP Decision-Making Process
    Flowchart for Conducting of IEP Meeting
    Eligibility Criteria
    Options for Mainstreaming
    Guidelines for Selecting Options
    The Mainstream IEP

TASK 8 - Implementation
    Phase One: Planning

    Phase Two: Functional Grouping of Students for Effective Instruction
        Large Group Instruction
        Small Group Instruction
        Mirosessions on One-to-One Instruction
        Incidental Teaching

    Developing Effective Groups
        Assess All Children

- Review or Establish Existing Individual Education Programs for Students with Handicaps
- Survey the Skills of Non-Handicapped Students
- Plan Integrated Groups
- Structure Microsession (One-to-One)

Phase Three: Scheduling
  - Organizing the Daily Schedule

Phase Four: Peer Interaction Systems
  - Peer Tutoring
  - Peer Buddies

Phase Five: Implementing Intervention
  - Lesson Planning Forms
  - Program Format Sheets
  - Peer Instruction Systems
  - Individualization Summary
  - Suggested Goals for Small Group Language Activities
  - Sequenced Language Data
  - Incidental Data
  - Motor and Self-Help Data
  - Guidelines for a Successful VSSM/FMS Buddy System
  - The Mainstream Teacher's Guide for Peer Tutoring
  - Peer Tutoring Checklist

TASK 9 - Evaluation and Transition
  - Target Population
  - Section 1 - Teacher Instruction or Cues
  - Section 2 - Children's Skills
  - Section 3 - Peer Systems and Grouping Techniques
  - Section 4 - Resources
  - Section 5 - Curriculum
  - Section 6 - Classroom Diagram
  - Mainstreaming Expectations and Skills Assessment-Preschool and Kindergarten
  - Classroom Environmental Observation System
  - Child Profile

TASK 10 - Consumer Satisfaction
  - Parent and Staff Satisfaction Surveys
  - The Child Stress Checklist

REFERENCES

LIST OF FIGURES

APPENDIX - PRODUCT LISTING

FORWARD

Preschool Education: The Challenge Before Us

The passage of Public Law 99-457 has legally mandated educators to provide preschool children with early intervention services that address individual needs. It would be simplest to take the easy route; that is, to place preschoolers into existing segregated special education programs rather than seek least restrictive options. However, a unique opportunity and obligation now exist for developing proactive, data-based, integrated preschool services. By providing instruction in least restrictive environments (LRE's) for preschool children (as well as for school-age students), not only should the longitudinal cost of services decrease, but the ultimate contribution of a student to society should increase.

The idea of serving preschoolers in mainstreamed settings is more than just a philosophical concept. Numerous integrated preschools abound and have proven to be a successful education option throughout the United States. However, the need for integrated preschool services is greater than the number of presently available options. This need will only become greater as P.L. 99-457 is implemented. In Utah, the Functional Mainstreaming for Success (FMS) project has developed a preschool model for mainstreaming which consists of two options. In the first option, Total Reverse Mainstreaming, normal children and children with mild to severe handicaps attend school for complete half-day sessions. These classes consist of sixteen children: eight children who have handicaps and eight children without handicaps. In another option for mainstreaming, Partial Reverse Mainstreaming, normal children are brought into the self-contained classroom for specific activities such as art, language, and social times. The decision, in terms of which children are totally mainstreamed versus partially mainstreamed, is made by an IEP team based on individual child strengths and needs.

The results of progress evaluations conducted on children in total reverse mainstreamed versus partially mainstreamed classes indicate that children with mild to severe handicaps who were enrolled in FMS total mainstreamed classes achieve goals and objectives as well as, or better than comparable peers in partially mainstreamed classes. On standardized testing, totally mainstreamed children with handicaps show greater developmental gains than partially mainstreamed (PM) children. Children in totally mainstreamed (TM) classes also demonstrate higher levels of appropriate social and language interactions than their PM counterparts. Furthermore, they have opportunities to develop classroom behaviors (sitting in a group, waiting turn, working next to peers, etc.) and independence (asking for assistance when needed and being assertive) which are nonexistent in traditional self-contained classes. In light of these findings, it would appear that children with handicaps may receive a higher quality early experience if they are enrolled in totally mainstreamed programs. Even for children whose behaviors may be too extreme for full-session reverse mainstreaming (e.g., a child who aggresses toward others), partial mainstreaming for short periods with teacher supervision is a goal to designate, address, and implement.

Early childhood education is at a crossroads. Children can best be served by rising to the mandated challenge and by developing methods and procedures that maximize the impact of the short time that young children spend in classrooms. Since a primary goal of education is to help children develop into productive, well-adjusted, independent adults, we must show our commitment to this goal by starting the education of all children in an environment which is part of the mainstream, and which does not isolate children during the beginning of their educational experience.

INTRODUCTION

Why FMS was Developed

The integration of preschool children who have handicaps into community preschools has been a major focus of early intervention programs in recent years (Guralnick, 1983; Striefel & Killoran, 1984; Weisenstein & Pelz, 1986). Integration attempts have ranged from placing children in physical proximity with non-handicapped peers, to full-time placement of children with severe handicaps into normal day care (Rule, Killoran, Stowitschek, Innocenti, Striefel, & Boswell, 1985; Guralnick, 1983). The importance of providing early intervention in least restrictive settings for children who have handicaps was emphasized by the passage of PL 99-457, the downward extension of PL 94-142 to the age of three (Congressional Records, 1986) which mandates least restrictive services; and by the commitment demonstrated by the U.S. Office of Special Education and Rehabilitative Services in prioritizing early childhood intervention and least restrictive environments as their high priority goals (Bellamy, 1986). Frequently cited reasons for mainstreaming include:

1. Preparation for functioning in society requires exposure to normal environments.
2. Individual needs of children who have handicaps require a continuum of options.
3. Costs for some children are lower when mainstreamed.
4. Children who have handicaps benefit from mainstreaming opportunities.

5. Individuals who have handicaps have the same rights to life, liberty, and the pursuit of happiness as everyone else.
6. Society is directly affected by its treatment of those with handicaps, e.g., productive vs. nonproductive members of society.
7. Exposure to more advanced peers can result in imitation of language, social, and other skills.
8. Mainstreaming challenges students who have handicaps by creating a more complex and demanding environment.
9. Mainstreaming may create a more positive attitude toward persons who have handicaps.
10. Mainstreaming can result in increased self-esteem.

Integration can appear difficult to achieve because children who have handicaps often require a greater number of trials in order to learn a skill, smaller groups or individual attention during training, and procedures for specifically generalizing learned skills across different settings and trainers (Stokes & Baer, 1977; Brown, Nisbet, Ford, Sweet, Shiraga, York, and Loomis, 1983). Traditional teaching techniques used in normal preschool programs often lack the intensity and systematic components needed to teach a child who has handicaps (Dewulf, Stowitschek & Biery, 1986). These components: assessment, individualization, and progress monitoring, have been demonstrated to increase the effectiveness of instruction (Peters & Hoyt, 1986). Teachers, themselves, report their perceived lack of preparation and training for teaching children with handicaps (Stainback & Stainback, 1983). An innovative alternate model of service delivery is needed which accommodates training to meet an individual child's needs, while still addressing the needs of the group.

Service Delivery Philosophy

The Functional Mainstreaming for Success (FMS) Project (Striefel & Killoran, 1984) has developed a model for preschool mainstreaming which is committed to the philosophy of providing services to preschoolers with handicaps in totally integrated settings. This philosophy is based on the premise that adults with handicaps who are expected to function within, and contribute to, normal community settings must learn as children to function within normal environments (Donder & York, 1986). However, exposure to a normal environment alone will not guarantee successful interaction in that environment (Brown, Bronston, Hamre-Nietupski, Johnson, Wilcox, & Grunewald, 1979; Gresham, 1981). Integration must go beyond physical integration, to the incorporation of instructional and social integration as major goals of a program (Nash & Boileau, 1980; Striefel & Killoran, 1984a; Striefel & Killoran, 1984b, Zigmond & Sansone, 1981).

Mainstreaming Defined

A multitude of definitions for mainstreaming exist in the literature and are in everyday use. Yet there remains a lack of consensus in terms of what mainstreaming is, and is not. This has contributed to the confusion and misperception which often surrounds the concept of mainstreaming. Thus, for the purpose of this manual, the following definition of mainstreaming (Striefel, Quintero, Killoran, & Adams, 1985) will be used:

Mainstreaming is the instructional and social integration of children who have handicaps into educational and community environments with children who do not have handicaps (Johnson & Johnson, 1981; Kaufman, Gottlieb, Agard, & Kuker, 1975; Nash & Boileau, 1980; Pasanella & Volkmor, 1981; Peterson, 1983; Reyolds & Birch, 1982; Stremel-Campbell, Moore, Johnson-Dorn, Clark & Toews, 1983; Turnbull & Schultz, 1977; Weisenstein & Pelz, 1986; Zigmond & Sansone, 1981). Successful mainstreaming must:

1. Be based on the decision of the IEP team that a child can potentially benefit from placement with children who are not handicapped (Brown, Falvey, Vincent, Kaye, Johnson, Ferrara-Parrish, & Gruenewald, 1980; Johnson & Johnson, 1981; Nash & Boileau, 1980; Weinstein & Pelz, 1986; Wilcox & Bellamy, 1982);
2. Provide a continuum of least restrictive placement options which range from brief periods of limited interactions, to full-time participation in regular classrooms (Deno, 1973; Price & Weinberg, 1982; Nash & Boileau, 1980; Reynolds and Birch, 1982; Thompson & Arkell, 1980; Weisenstein & Pelz, 1986);
3. Specify the responsibility of students, parents, regular and special education teachers, administrators, and support personnel (Cansler & Winton, 1983; Hughes & Hurth, 1984; Johnson & Johnson, 1986; Pasanella & Volkmor, 1982; Peterson, 1983; Powers, 1983; Taylor, 1982; Weisenstein & Pelz, 1986; Zigmond & Sansone, 1981);
4. Include pre-placement preparation, post-placement support, and continued training for students with and without handicaps, their parents, teachers, administrators, and support personnel (Cansler

& Winton, 1983; Donaldson, 1980; Guralnick, 1983; Hughes & Hurth, 1983; Larrivee, 1981; Peterson, 1983; Powers, 1983; Nash & Boileau, 1980; Reynolds & Birch, 1982; Schwartz, 1984; Taylor, 1982; Thompson & Arkell, 1980; Zigmond & Sansone, 1981);

5. Maximize appropriate interactions between children with and without handicaps through structured activities (such as peer tutoring or buddy systems) and social skills training, as appropriate to specific situations and abilities (Arick, Almond, Young, & Krug, 1983; Gresham, 1981; Hughes & Hurth, 1984; Johnson & Johnson, 1981; Madden & Slavin, 1983; Reynolds & Birch, 1982; Schwartz, 1984; Stainback & Stainback, 1981; Stainback, Stainback, & Jaben, 1981; Taylor, 1982; Voeltz, Keshi, Brown & Kube, 1980; Walker, 1983; Weisenstein & Pelz, 1986);
6. Provide functional, age-appropriate activities that prepare the child with handicaps to function in current and future community environments (Brown, Nietupski, Hamre-Nietupski, 1976; Brown, et al., 1980; Wilcox & Bellamy, 1982; Wilcox, McDonnell, Rose & Bellamy, 1983); and
7. Occur without major long-term disruption of ongoing educational activities or other detriments to children with and without handicaps in the mainstream setting (Cooke, Ruskus, Appolonia & Peck, 1981; Hamline, 1985; Price & Weinberg, 1982; Vergon & Ross, 1981).

Mainstreaming Is Not:

1. The wholesale return of all exceptional children from special education to regular classes.
2. The total elimination of self-contained special education classes.
3. Limited to the physical placement of exceptional children in the regular classroom.
4. Placing children with special needs in regular classes without the provision of essential support services.
5. Assuming that every child with handicaps placed in a regular class will remain in that setting for the entire day.
6. Giving total educational responsibility for students with handicaps to the regular educator.
7. Blindness to the reality that some children require more intensive and specialized services than can be provided in a regular classroom.
8. Always less costly than serving children in self-contained classrooms.

Overview of the FMS Demonstration Project

With the passage of PL 99-457, the potential utility of the FMS Model is enhanced greatly. The law requires services to preschool children who have handicaps in the least restrictive setting. Since services are not mandated for children who are not handicapped, it is likely that most programs in most states will initially be housed in self-contained classrooms or centers. The model of integrating children via reverse mainstreaming (total or partial, depending on child needs) should have tremendous appeal, since the model was developed for precisely these types of settings. As an HCEEP model demonstration project (1984-87), the FMS Project focused on developing a model for providing preschool-age children who have handicaps with normal experiences and intervention services in environments with normal preschoolers. In order to accomplish the social and instructional integration of the two groups of preschoolers (those with and those without handicaps), the FMS Project outlined the following five goals:

Goal 1 - To develop effective, replicable procedures for determining the type of integration activities appropriate for each child served and for selecting the most appropriate integration alternative from those available.

Goal 2 - To develop effective, replicable alternative activities for meaningful integration of children who have handicaps with non-handicapped peers.

Goal 3 - To develop effective, replicable procedures for generally preparing staff, normal children, and their parents for mainstreaming of children who have handicaps into a specific school or classroom.

Goal 4 - To develop effective, replicable procedures for preparing children who have handicaps and their families for integration of the child with non-handicapped peers.

Goal 5 - To develop replicable, effective procedures for determining and providing the support services needed by a regular teacher when children who have handicaps are integrated into regular classroom activities.

In order to effectively replicate the FMS Project's five goals, the following eight predetermined factors must be considered:

1. The program is relatively well established and provides services to children who have handicaps in self-contained classrooms (in either a self-contained training center or elsewhere).
2. The costs for normal operation of the program are covered by the existing budget.
3. Staff include the specific disciplines needed to meet the individual needs of the children served.
4. Staff have minimal to moderate levels of knowledge about mainstreaming.
5. The program meets existing state and federal health and safety codes.
6. Some person with sufficient formal (administrator) or informal (board or staff member or parent) power is committed to mainstreaming children.
7. Funds are available from some source to cover both start-up and on-going implementation costs.
8. Children without handicaps, who are of preschool age, are readily available in the geographic area where the program is located.

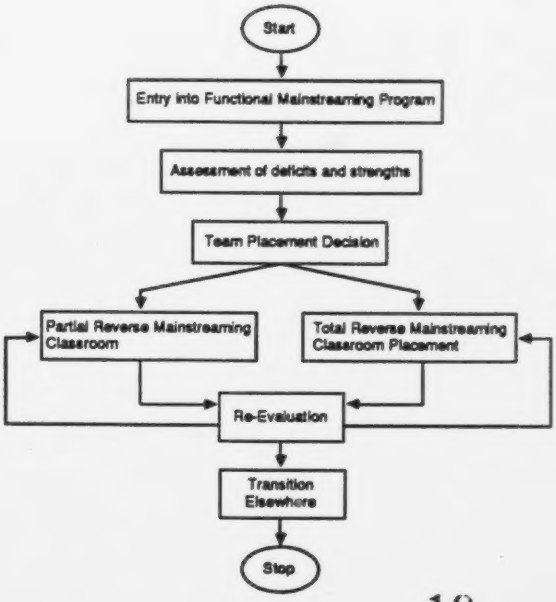
Description of FMS Total and Partial Reverse Mainstreaming Approaches

The student in a special education self-contained classroom rarely has contact with non-handicapped peers. Yet, this same student rarely, if ever, needs to be in a self-contained classroom the entire day. In response to this situation, the FMS Total and Partial Reverse Mainstreaming approaches were developed. The FMS Total Reverse Mainstreaming model classrooms are non-categorical. That is, children with mild-to-severe handicaps and children without handicaps attend the same classes. In the mainstreamed classrooms, 8 of the children have handicaps and 8 of the children do not. Children are taught in large and small groups and service goals for children with handicaps are addressed within these groups, unless a child's progress indicates that one-to-one intervention is needed. One-to-one sessions are kept at a minimum, so that the child can still participate in other activities where language, social, and group attending skills can be developed and practiced. Within groups, FMS staff assist in training teaching personnel to use effective prompting and praising procedures, strategic grouping of children in the classroom for learning groups, and peer interaction systems to facilitate social interactions. Parents are encouraged to be active in the classrooms and to express their concerns about mainstreaming. Parents are provided written material to answer their questions about the mainstreaming process.

The total reverse mainstreaming classrooms are staffed by a teacher and two aides. Children who need one-to-one therapy may need a speech and language pathologist, a behavior specialist, and/or a motor specialist on a consultive basis. Individual programs vary according to each child's needs, and are met through college students, parents, and volunteers who are solicited to conduct programs under the supervision of specialists and/or the classroom teacher. Hired aides can be used if volunteers are not available. In a classroom where the handicapping conditions of the children range from mild-to-moderate, few one-to-one sessions are needed and the need for additional personnel is minimal. In the classrooms where 8 or more children with moderate-to-severe handicapping conditions are being served, an average of 5-6 adults may be needed in the classroom when one-to-one sessions are being conducted.

Children who are not yet ready for total reverse mainstreaming are involved in partial reverse mainstreaming, as appropriate to the needs of the individual child, as determined by the child's IEP Team. Figure 1 illustrates the process of placing children into partial and/or total reverse mainstreaming.

Figure 1 - Flowchart of Children's Placement into Total or Partial Mainstreaming


Start
Entry into Functional Mainstreaming Program
Assessment of deficits and strengths
Team Placement Decision
Partial Reverse Mainstreaming Classroom
Total Reverse Mainstreaming Classroom Placement
Re-Evaluation
Transition Elsewhere
Stop

EFFECTIVENESS DATA

A complete summary and details of project effectiveness data can be found in the FMS Final Report (Striefel, Killoran, Quintero, 1987). A brief summary follows:

1. Both totally and partially mainstreamed children made gains in most areas measured.
2. Gains were generally larger for totally mainstreamed children.
3. The levels of social interaction were higher for TM versus PM children.
4. Parents and staff were very pleased with the mainstreaming program and the progress of the children served.
5. Normal children also made gains in most areas measured.
6. The children without handicaps generally enjoyed being in the program and did not discriminate against children on the basis of handicaps.

FMS MODEL DESCRIPTION

The intent of the model developed by the Functional Mainstreaming for Success Project was to desegregate existing self-contained special education preschool programs. That is, those programs that have traditionally taught children with handicaps in totally segregated settings. The model has been used by state educational agencies, state social service agencies, and private preschool programs providing services to children with handicaps. The model is comprised of ten tasks, beginning with the demonstration of administrative commitment to the philosophy of integrated service delivery systems and ending with the transition of students from the preschool program to the public schools. Three major components addressed in the model are 1) total reverse mainstreaming, 2) partial reverse mainstreaming, 3) and transition. The ten tasks which represent the model follow. Tasks 1-5 are general planning tasks which occur prior to or at the initiation of integrated placements. Tasks 6-10 are child-specific tasks to be completed after the initiation of integrated placement. The following outline represents the ten tasks. The remaining sections of this manual will discuss tasks 1-10 in detail, as well as the products developed by the FMS staff for accomplishing each task.

General Planning Tasks 1-5

Task 1 - Administrative Commitment and Decision-Making

- Demonstration of Program Administrator's Commitment
- Administrative Decision-Making

Materials in Project Manual: Administrator Checklist; Administrative Planning Forms; Terms Related to Mainstreaming

Task 2 - Staff Preparation and Awareness Activities

- Orientation
- Needs Assessment
- Training
- Technical Assistance and Follow-Up

Materials in Project Manual: Brochure: Questions Teachers Raise on Mainstreaming; General Teachers Needs Assessments; Teacher

Expectations and Assistance for Mainstreaming - Preschool and Kindergarten; Directory of Local Training Resources

Task 3 - Modification of Service Delivery System

- Curricula Change
- Theme Orientation Vs. Traditional Self-Contained Models
- Least Restrictive Instruction
- Non-Obtrusive Data Collection
- Least Restrictive Behavioral Programming
- Consultant Model

Materials in Project Manual: FMS Service Delivery Description; Teacher Guidelines for Prompting and Praising

Task 4 - Parent Preparation

- Parents of Students With Handicaps
- Parents of Students Without Handicaps
- All Parents

Materials in Project Manual: Parent Mainstreaming Questionnaire; Parent Brochures (2)

Task 5 - Peer Preparation

- General
- Child Specific

Materials in Project Manual: Peer Preparation of Preschoolers in Mainstream Settings

CHILD SPECIFIC TASKS 6-10

Task 6 - Child Identification and Recruitment

- Identification of Students With Handicaps
- Recruitment of Students Without Handicaps

Materials in Project Manual: Mainstreaming Expectations Skills Assessment - Preschool and Kindergarten

Task 7 - IEP Decision-Making Process

- Finalize Placement in Partial or Total Mainstreaming Class Based on Assessment of Child Strengths and Deficits and Eligibility Criteria
- Develop IEP

Materials in Project Manual: Eligibility Criteria Checklist; Options for Mainstreaming; Guidelines for Considering Options; IEP Flowchart

Task 8 - Implementation

- Child Study Teams (CST) Develop Weekly Lesson Plan
- Child Study Teams (CST) Schedule Intervention
- Child Study Teams (CST) Develop Functional Grouping for Instructional and Social Interventions
- Begin Interventions

Materials in Project Manual: FMS Weekly Lesson Planning Forms; Functional Grouping Guidelines; Mainstreaming Teacher Guide for Peer Tutoring; Guidelines for a Successful Buddy System

Task 9 - Evaluation

- Child Progress
- Transition
- Follow-Up

Materials in Project Manual: Mainstreaming Expectations Skills Assessment - Preschool and Kindergarten; Classroom Environment Observation; Child Profile

Task 10 - Consumer Satisfaction

- Parents
- Staff
- Non-Handicapped Peers

Materials in Project Manual: Parent Satisfaction Questionnaire; Staff Satisfaction Questionnaire; Child Stress Checklist

GENERAL PLANNING TASKS 1-5

Task 1 - Administrative Commitment and Decision-Making:

The success of any program for an extended period of time depends on the availability of the appropriate resources. Since program resources are generally controlled by the administrator/administration, it is imperative that this level of the organization be committed to mainstreaming. "Lip service" is not sufficient for maintaining a successful mainstreaming program.

In order to determine or develop administrative commitment, one must begin by having a discussion with the appropriate administrator(s). The focus of this discussion should be on assessing the administrator's level of: a) knowledge about what mainstreaming is and is not, b) philosophical and fiscal commitment to mainstreaming, and c) knowledge of the laws and state guidelines. This discussion can be initiated by anyone who is knowledgeable about mainstreaming, including a PTA member, a SEA member, a parent, a staff member, etc. The discussion can be scheduled in the administrator's office, at a staff inservice, at a state, regional or national conference, or anywhere else deemed appropriate by the relevant parties.

It is important that an administrator not be publicly embarrassed in front of his/her staff or parents of children who attend his/her school. The FMS project has found it useful to have administrators attend a presentation on mainstreaming, at which the administrator can gain some information, can hear questions and comments by others and where s/he can ask questions. A follow-up session can then be scheduled to determine and/or obtain administrative commitment. The administrator can be provided with the Self-Evaluation Checklist to complete, with a list of Terms Related to Mainstreaming, with the FMS Definition of Mainstreaming, with brochures that discuss common questions about mainstreaming, with a List of Goals and Activities that Demonstrate Commitment, or with other information that seems appropriate.

The List of Goals and Activities that Demonstrate Commitment provides a good outline for an administrator to follow in terms of activities to be initiated by the administrator to prepare staff, parents, peers and others for mainstreaming.

List of Goals and Activities That Demonstrate Commitment

Striefel, S., Allred, J., & Killoran, J.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
1.0 To obtain and maintain administrative commitment to implementing a successful mainstreaming program.	1.10 Administrator has scheduled inservice for staff on mainstreaming. 1.11 Administrator has requested additional resources to make mainstreaming work via memo, letter, etc. 1.12 Written documents (PL 94-142) explaining requirements for educating persons with handicaps are presented to administrators (i.e., principals, supervisors, superintendents, etc). 1.13 Mainstreaming plan with implementation guidelines has been designed, written, and made available for implementation in school/district. (Definition, rationale, etc.) 1.14 Training needs have been identified via formal written needs assessment for MS in school/district. 1.15 Inservice training has been implemented via workshops, classes, inservices, etc., for needs identified via formal written needs assessment.	General presentation to obtain Administrator Awareness and Commitment to mainstreaming 1.20 Assess administrator knowledge and commitment to MS via discussion, questionnaires, etc. 1.21 Brochures, questionnaires, abstracts, articles, and other relevant MS materials provided to administrator to discuss the points of MS s/he may have questions or concerns about. 1.22 Awareness activities via film, puppet show, panel discussions, etc, are presented. Specific presentation regarding tools and methods of mainstreaming 1.23 Visits made to administrators by informed, influential parents, state officials, etc. 1.24 Social activity(ies) for administrators, parents, children, staff, teachers, school board members, etc.	1.40 Lack of motivation (lack of commitment to spear-head activity, resistant to change, does not want to issue change that will elicit negative feedback, traditional attitudes and practices, fears due to lack of understanding, apathy, no desire to participate, etc.) 1.41 Lack of knowledge and understanding (i.e., of education associations, PTA, advocacy groups, philosophies of education, etc.) 1.42 Time conflicts (i.e., work schedule conflicts, time required to prepare and implement mainstreaming, etc.) 1.43 Money concerns (incentives reinforcement to teachers, carreer ladder costs, credit costs, hiring substitutes,	1.50 Teachers, parents, and influencial persons in community who have had success in mainstreaming to present their positive experiences and share testimonial of the need for effective mainstreaming to administrators. 1.51 Administrator commitment to breaks, credit, salary increases, lane changes, support, substitutes (aides), positive reinforcement, anonimity of surveys and/or questionnaires of staff and teachers, etc. 1.52 Demonstration of tools (i.e., MESA, TEAM, CEO, check-lists, etc.) and use of pro-fessionals (i.e., VSSM, etc.) from university and other professional levels 1.53 Groups and parent organ-izations to provide positive pressure for MS at school,

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles	1
1.0 To obtain and maintain administrative commitment to implementing a successful mainstreaming program.	1.16 Administrator has made a written amd/or verbal commitment of "Ownership" toward children with handicaps. 1.17 Administrator has assigned person(s) to coordinate mainstreaming activities via written confirmation and acceptance. 1.18 Administrator, in writing, has requested/ formed a mainstreaming task force. 1.19 Adminstrator has commited time and/or money (dollar amount, and percent/number of full time equivalents available in written form).	1.25 Locate and obtain written/verbal commitment from people in areas located in district/ school for mainstreaming activities. 1.26 Secure and obtain support materials from experts (i.e., VSSM project, etc.) to assist in mainstreaming effort. 1.27 Provide written handbook of guidelines and policies (regarding mainstreaming and education of children with handicaps in the least restrictive environment-LRE) to administrators, teachers, staff, parents, etc Maintaining Administrator Commitment via On Going Support 1.28 Surveys, checklists, MESA, TEAM, etc. provided to administrator to demonstrate and explain mainstreaming tools available. 1.29 Administrators participate in brainstorming session to discuss points in effective mainstreaming, answers questions, addresses concerns, etc. 1.30 Provide written definition and rational as part	(cont.) 1.43 ...costs of materials and/or equipment for MS, etc.).	(cont.) 1.53 ...district, and/or state levels. 1.54 Support from school board officials, state education officials, directors of education, etc. 1.55 Provision of systematic plan for MS (i.e., activities, assessment, needs aquisition schedules, etc.) which is presented in a thorough and organized manner at staff meetings, orientations, etc. 1.56 Workable MS model (materials and procedures) available. 1.57 Meet administrators on "Neutral Turf" (i.e., hotel conference room, restaurant, etc.) to discuss plans and present MS ideas.	

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
1.0 To obtain and maintain administrative commitment to implementing a successful mainstreaming program.		(cont.) 1.30 ... of mainstreaming plan. 1.31 Design tentitive model or classroom plan via written blueprint of plans and procedures. 1.32 Parent support and parent advocacy groups organized by parents of children with and without handicaps to provide support and put pressure upon the administrator and teachers 1.33 Administrative/Superintendent support of administrator and teachers in school/district via money, credits, lane changes, etc. 1.34 Staff in school support of administrator via memos, letters, verbal reports to keep administrator informed and aware of MS progress. Staff can also put pressure upon administrator to make changes (i.e., in-service needs, credits, money, etc.) 1.35 Task force arranges with media (TV, radio, newpaper releases, etc.) to disseminate progress of school/district and news of MS successes.		1.59 Allowance of time or arrangements for follow up visits with administrators to discuss questions, concerns, etc.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
2.0 To obtain and maintain teacher and staff commitment to implement a successful mainstreaming program.			2.43 Teacher apathy. 2.44 Writing and copy costs of paper, etc. to be given to teachers as prep material. 2.45 Lack of commitment from administration. 2.46 Teachers with traditional and or poor attitudes. An unwillingness to participate. 2.47 What inservice takes priority over other inservices and scheduling times. 2.48 Teachers who do not feel they need to attend inservices or feel that said inservices is not for them.	2.62 Goals for specific completion dates. 2.63 Development of advisory committee to oversee teacher preparation and releave burden placed upon administrator to supervise. 2.64 Consistant and regular training inservices and workshops which are well planned and organized to meet teacher needs. 2.65 Someone assigned to relay messages to teachers regarding dates, times, and locations of meetings. 2.66 Use of parent groups to put pressures upon teachers and administrators to improve education for children with HC.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
2.0 To obtain and maintain teacher and staff commitment to implement a successful mainstreaming program.	2.10 Staff have requested inservice/help/etc. to implement a successful MS program. 2.11 Staff have volunteered to talk to parents or other staff about mainstreaming. 2.12 Staff have volunteered to mainstream children in their classroom. 2.13 Administrator has obtained written and/or verbal commitment from staff to become involved in mainstreaming. 2.14 Staff have volunteered to train other teachers on how to mainstream. 2.15 Staff have volunteered to provide technical assistance to other teachers who are MS. 2.16 Staff have requested the formation of a MS task force and/or to be on the task force. 2.17 Staff have organized/requested regular meetings for purposes of planning, communication, resloving problems, etc. with staff who are involved in MS.	2.20 Staff are presented with a written list of needs and goals of children with handicaps to educate them to the needs of MS. 2.21 Barriers of fear and misunderstanding are removed via presentations, discussions, and inservices. 2.22 Staff are presented with a written form of PL 94-142 to aquaint them to federal laws governing the education of children with handicaps. 2.23 Staff are assessed using TEAM/MESA/PK/23 Competencies/etc. to determine skills and possible technical assistance needs. (Names of participants with their respective responses to skill levels and technical assistance needs must be safeguarded to maintain confidence and limit the linking of names to specific skill deficitis and needs) 2.24 Committee is organized to analize teachers' skills and technical assistance needs. 2.25 Technical assistance needs are prioritized in order of most critical to least critical to MS effectiveness for each teacher by MS committee.	2.30 Lack of teacher understanding of the long-range goals of the program, time, dedication, and understanding of mainstreaming. 2.31 Withholding true feelings with regard to MS. 2.32 Forms (MESA/TEAM etc.) which are invalid, incomplete, not turned in on time, etc. 2.33 Lack of time (due to commitments, outside activities, other needs which have higher priority, etc). 2.34 Lack of money (due to costs for aides, materials, incentive, credits, etc.). 2.35 Inability to solve concerns between teachers/ administrators, professional consultants, parents, etc.	2.50 Informal discussions with teachers. Playing "Devil's Advocate" to elicit honest responses. 2.51 Rewards for participation (i.e., carrier ladders, credit, salary increases, leave days, teacher trade off, etc.). 2.52 Write and obtain monies from the state and federal governments via grants ,etc. 2.53 Provision of specific ideas for teachers to study and think about in planning meetings. 2.54 Provision of specific inservice days with arrangements to have substitute coverage for classes. 2.55 Look for ideas and specialists within own school to provide experts at inservices and workshops for teachers.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
2.0 To obtain and maintain teacher and staff commitment to implement a successful mainstreaming program.	2.19 Staff/Task force have requested a systematic plan for the purposes of organizing the means for meeting teacher teacher needs identified by needs assessment (i.e., university courses, workshop schedules, regular staff inservices, etc.	2.26 Based upon assessment results, workshops, seminars, inservices, etc. are organized by committee to meet teacher's needs. Speakers, locations, and materials are prepared. Organization of training is designed to meet teacher needs and provide follow-up services where needed in areas noted by teachers on the TEAM/MESA/PK/23 Competencies. 2.27 School administrator schedules substitutes and makes necessary arrangements for class coverage during training time of teachers. 2.28 A long range plan is designed by principal and/or mainstreaming committee to assist teachers in skills acquisition over time. This plan may include inservices, college courses, workshops, listing of names of experts (in house and surrounding areas) who may help in training, monies earmarked for teacher materials, monies to pay for guest experts, teacher salaries, career ladders, etc.	2.36 Lack of anonimity with results of surveys (MESA/TEAM/PK/23 Competencies, etc). 2.37 New teachers may not know needs and/or have concerns about skills, needs, etc. 2.38 Fears: (i.e., reprisal from administrator, admitting weaknesses in terms of skill levels, threatened by outside professionals, etc.) 2.39 Teachers who refuse to participate, attend meetings, complete paperwork, etc. 2.40 Teachers who dislike being observed and evaluated. 2.41 Lack of teacher validity on the team. 2.42 Too many goals to be a realistic plan to accomplish.	2.56 Use university and outside professional resources (i.e., VSSM projects, etc.) to assist teachers in gaining needed skills to MS. 2.57 At meetings, provide refreshments (i.e., juice, sweet rolls, coffee, etc.) 2.58 Obtain and use teacher input, suggestions for possible goals, and methods for meeting goals. 2.59 Locate individuals who are willing to serve, who are leaders, and let them set the example for others to follow. 2.60 Hold regular and consistant meeting to assist and update teachers 2.61 Assure that all surveys will be kept confidential (i.e., coded; Smith = 1, Jones = 2)

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
3.0 To make parent and community aware of mainstreaming program.	3.10 A school-wide awareness plan is available in written form. 3.11 A record of awareness activities completed is available in written form including number of brochures/pamphlets distributed, talks given, letters mailed, etc.	3.20 Administrator assigns person(s)/committee to coordinate parent awareness activities for mainstreaming. (Committee may consist of teachers, parents, community leaders, parents, PTA supervisors, etc.) 3.21 Committee writes goals and expectations for parent and community awareness. 3.22 Committee gains verbal/written monetary support from the community for awareness campaign via media, events, socials, PTA meetings, etc. 3.23 Committee conducts needs assessment of parents and general community to determine questions, concerns, etc. 3.24 Committee organizes inservices, socials, etc. to dispel misconceptions and concerns via films, discussions, guest lecturers, etc. 3.25 Posters and fliers are distributed by committee explaining MS activities. 3.26 Letters and memos are sent to parents and community leaders announcing meetings,	3.40 General public apathy towards mainstreaming. 3.41 Accountability of group for assignment, monthly reports, etc. 3.42 Misconceptions, fears, etc. 3.43 Lack of time (too many othe commitments, etc.) 3.44 Parents of children without handicaps individual negative attitudes. 3.45 Lack of timelines for completion of newletters, meetings, etc. 3.46 Lack of administrator and teacher support. 3.47 Parents attempt to refuse participation by their children in MS activities.	3.60 Knowledgeable people on task force/committee to do informal educating of committee members, volunteers, etc. 3.61 Use of PTA meetings to disseminate information. 3.62 Support from district and state superintendents. 3.63 School administrator who is committed to parent groups (via monetary support, paper, photocopy costs, etc). 3.64 Use of professional projects (i.e., university research, VSSM Project, etc.) to assist parent groups in community awareness activities, etc. 3.65 Well publicized meetings via posters, radio, newspaper ads, etc.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
3.0 To make parent and community aware of mainstreaming program.		(cont) 3.26 ...inservices, newsletters, etc. 3.27 A handbook of people's names (professionals, parents, community leaders, etc.) is designed to help organizers and committees select advocates for MS for inservices, panal discussions, etc. to answer questions and concerns. 3.28 Committee contacts media (newspaper, television, radio, etc.) to make community aware of mainstreaming plans, goals, expectations, PL 94-142, feature stories,etc. 3.29 Committee organizes handicap awareness day/week/etc. in the community. 3.291 Activities may include: afterschool night, puppet shows, slide shows, assuming a handicapping condition (i.e., being confined to a wheelchair, cotten taped over eyes and/or ears, etc.). 3.30 Committee graually turns responsibility over to parent group for that school/district. Parent group answers to committee and continues to work with them as needs arise.	3.48 Newsletters not read by community. 3.49 Community backlash 3.50 Lack of money (for newsletters, fliers, posters, etc.)	3.66 Use of volunteers from the community. 3.67 Specific assignments to specific people with specific dates of completion. 3.68 Provide an open door for future questions or problems that may arise. 3.69 Person with specific responsibility to make contact with people via telephone, memos, letters, notes, etc.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
4.0 To prepare peers and environment for mainstreaming activities.		4.26 CEO review 4.27 Task force (administrator, teachers, parents, etc) to put pressure upon district for environmental changes (i.e., ramps, railings, larger lavatory facilities, etc.)	4.37 Lack of administrative support (prinicipal, district/ state superintendents, etc.) to make necessary changes in environment, allocate monies for changes	4.45 See goals 1.55,1.56, 1.57, 1.59

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
4.0 To prepare peers and environment for mainstreaming activities.	4.10 Students have participated in general preparation activities for his/her class. 4.11 Students have participated in organized activities for class preparation based upon class needs. 4.12 Students have participated in regular mainstreaming followup sessions with class. 4.13 Environment is prepared to receive students which are being mainstreamed. 4.14 Activities for ongoing preparation are designed by the teacher (i.e., tutoring buddies, grouping, etc.). 4.15 Peers are knowledgeable about HC conditions and comfortable in environment.	4.20 Teacher assesses class knowledge about mainstreaming and children with handicaps via questionnaires, interview, discussion, survey, etc. 4 .21 Teacher provides a question and answer period for students to eliminate their concers and answer their questions. 4.22 Teacher arranged for professional projects (i.e., VSSM, etc.) to present preparation activities (i.e., puppet shows, skits, role play situations, video programs, movies, etc.) 4.23 Teacher designed handicap awareness activities via simulation of handicapping conditions (i.e., wheel chair obstacle course crutch races, patched over eyes, cotton in ears, etc.). 4.24 Teacher allowed for children to interact with mainstreamed student(s) via buddy/ tutor activities on a scheduled basis. 4.25 Teacher provided regular and consistant sessions for followup and review of handicapping awareness (monthly, etc.)	4.30 Underestimating peer prep needs 4.31 Non cooperative regular education teachers. 4.32 Student prejudices fostered by parents. 4.33 Children who are absent when preparation activities take place. 4.34 Uncorrectable obstacles (i.e., concrete support barriers, etc.) 4.35 Lack of time (i.e. time to prepare peers, adapt environment, etc.). 4.36 Lack of money (i.e., money to purchase prep materials, make enviornmental adaptations, etc.).	4.40 Use of videoequipment to show educational films, slides, etc. 4.41 Peer prep activities (i.e., puppetshows, films, slides-sound presentations, discussions, role play, etc.) 4.42 Administrators who support peer and environmental preparation via monies, materials, equipment, etc. 4.43 Support groups (i.e., parent groups, teacher groups,etc. to put positive pressures upon district/school personnel to make changes as needed in environment. 4.44 Use of influential people to discuss positive MS experiences to committees and administrators in order to garner support for changes, etc.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
5.0 To prepare a child, who is identified as a candidate to be mainstreamed, to function appropriately when placed in a mainstreaming environment.	5.10 Teacher expectations (i.e., academic, social, etc.) for any child entering teacher's class have been identified via assessment measure (not child specific). 5.11 Teacher expectations (i.e., academic, social, etc.) for a specific child entering teacher's class have been identified via assessment measure. 5.12 Child's skill levels (i.e., academic, social, etc.) have been identified to determine successes and deficits. 5.13 Child has been trained to meet mainstreaming teacher's expectations in deficit areas. 5.14 Child has been acquainted with his/her potential receiving environment (i.e., physical structure, pupils, aides, class rules, grading procedures, etc.).	General inventory given to all possible mainstreaming teachers in a school/district at beginning of year or when applicable. 5.20 Mainstream committee and/or principal assesses potential mainstream teacher's expectations and technical assistance needs via Teacher Expectations and Assistance for Mainstreaming (TEAM). 5.21 Mainstream committee reviews all TEAM evaluations to determine teacher expectations and technical assistance needs. Specific inventory given to possible mainstreaming teachers in school/district once a specific child has been identified as a candidate for mainstreaming. 5.22 Special educator completed child portion of the Mainstreaming Expectations and Skills Assessment (MESA) for a specific child identified for possible mainstreaming activities. 5.23 Potential receiving teacher(s) have completed teacher portion (expectations and technical assistance needs) of the MESA based upon a specific child's skill	5.40 Lack of time (to make observations, fill out MESA,TEAM, scheduling conflicts, etc.) 5.41 Lack of support from teachers, administrators, parents, etc. 5.42 Lack of motivation (teacher reluctance to participate, etc.). 5.43 Lack of money (i.e., funding for substitute to take class while teacher observes pupil, fills out forms, etc., provision of incentive pay, career ladder, credit, etc.). 5.44 Student who is not ready for mainstreaming. 5.45 Reluctance of special ed teacher to "Let go" of child. 5.46 Over or underestimating student competencies.	5.50 Administrator support via $$ for aides, substitutes, etc. to take class for teache while forms are filled out, observations are made, etc. 5.51 Use of aides to manage classes while teachers fill out forms, make observations, etc. 5.52 Support of special educator via training time, equipment, and modification programs.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
5.0 To prepare a child, who is identified as a candidate to be mainstreamed, to function appropriately when placed in a mainstreaming environment.		(cont.) 5.23 ... previously completed by special educator. 5.24 Special educator obtains completed MESA from potentail mainstream teacher(s). 5.25 Special educator notes skills needed for the potential mainstream child entering the potential receiving teacher's classroom. 5.26 Special educator designs a systematic plan for training identified child in areas needed for meeting potential receiving teacher's expectations prior to MS. 5.27 Prior to mainstreaming, the identified child for mainstreaming is introduced to the potential receiving teacher. 5.28 Prior to mainstreaming, the identified child for mainstreaming is introduced to the potential receiving environment (i.e., physical structure; classroom, desks, storage facilities, lockers, etc.) via informal and casual walk- through of classroom.	5.47 Lack of validity of teacher's responses on TEAM, MESA. 5.48 Forms and papers which travel between teacher's and/or administrators. (paper shuffle)	

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
5.0 To prepare a child, who is identified as a candidate to be mainstreamed, to function appropriately when placed in a mainstreaming environment.		5.29 Prior to mainstreaming, the identified child for mainstreaming has been introduced to the potential receiving class (i.e., pupils, aides, tutors, buddies, etc.) via formal introduction and orientation. 5.2901 Prior to mainstreaming, the potential receiving teacher has discussed the program, policies, goals, grading, seating, recess, rules, homework, attendance, etc. with the identified child. This process should not be an overwhelming procedure, rather, completed over a period of a few days with ample time to answer child's questions and concerns. 5.30 Prior to mainstreaming, the identified child will have observed the class for the specific time in which s/he may be participating. This observation should occur on a "regular" school day which would allow the child to see and feel the flow of the potential receiving environment in which s/he may be participating in.		

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
6.0 To conduct Individualized Education Plan (IEP) meeting.	6.10 People involved in the decision making process for the IEP (i.e., administrator, teachers of special and regular education, psychologists, specialists, parents, child when appropriate, etc.) have been notified of date, time, and location of meeting. 6.11 People involved in the IEP decision making process have met at the appointed time and location. 6.12 Child's skill levels (i.e., academic, social, etc.) for a specific child have been identified via testing measures to determine successes and deficits. 6.13 Environmental adaptations have been planned for via written objectives and dates for completion. 6.14 Timelines have been set for peer prep, child prep, teacher training, parent involvement, re-evaluation times, etc. 6.15 Alternative strategies (i.e., the use of tutors, buddies, groupings, etc.) have been planned for possible mainstreamed child.	Pre-IEP 6.20 See goals 5.10 - 5.27 6.21 A written memo, letter, etc was sent to the IEP committee to notify them of the date, time, and location of the IEP meeting. 6.22 Followup and confirmation of IEP meeting date, time, and location was made via telephone, personal visit, etc. to all persons involved in the IEP process. 6.23 Placement options were finalized via written goals and objectives from the IEP committee members based upon goals 5.10 - 5.27 and 6.12. 6.24 Timelines were set for peer prep, child prep, teacher training, parent involvement, re-evaluation times, etc. via written goals and objectives with dates for completion. (See goals 5.28 - 5.32) 6.25 Alternative strategies (i.e., tutoring, buddies, groupings, etc.) were planned with dates for implementation.	6.30 Lack of time (to attend meeting, to fill out forms, to discuss mainstreaming objectives, to observe child, to busy to attend, other obligations, etc.). 6.31 Motivation (Incomplete paperwork from committee members, unwillingness to participate, lack of teacher/administrator commitment, too much paper work to complete, apathy, etc.). 6.32 Insufficient data to make decisions. 6.33 Incorrect data, observations, recommendations, etc.	6.40 Teacher/administrator support. 6.41 Use of prior reminders (i.e., phone calls, memos, etc with advance planning). 6.42 Planning ahead of time to distribute and collect surveys, questionnaires, testing results, etc. 6.43 Maintain positive discussions during meetings. Keep all committee members involved via assignments, answering questions, etc. 6.44 Allow flexibility in scheduling with parents and other committee members. 6.45 Arrange for substitutes, aides, etc. to cover class while in meetings.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
6.0 To conduct Individualized Education Plan (IEP) meeting.	6.16 Placement(s)/options and programs have been finalized for child via written plan. 6.17 IEP forms have been dated and signed by persons involved in the IEP process.	6.26 Goals and objectives for assisting child to become proficient in deficit areas were written and dates for re-evaluation were scheduled. (see goal 5.27) 6.27 IEP forms were signed and dated by IEP committee members involved with the child's placement decisions.		6.46 Complete that paperwork which does not require committee members participation (i.e., names, dates, DOB, address, etc.) 6.47 Select one teacher to be a representative for a group of teachers in order to communicate effectively at the IEP.

During Task 1, program administrators must demonstrate their commitment to both the philosophy of mainstreaming, as well as committing the resources needed for successful implementation of the FMS Model. Resources include, but are not limited to, financial resources, space resources, material resources, and staff resources. During Task 1, there is also a set of administration decision-making questions which must be answered. These questions address the recruitment of non-handicapped students, curriculum modification and consultant service delivery models. Decisions must also be made in terms of the type and intensity of preparation activities which will be conducted for staff, parents, students with handicaps, and their non-handicapped peers. The major purpose of Task 1 is to determine the appropriateness and feasibility of mainstreaming for the agency and to prepare for mainstreaming if the agency decides to adopt the FMS Model.

The Self-Evaluation Checklist is a listing of key behaviors identified for successful mainstreaming. Since administrative commitment is a major factor in successful mainstreaming, it is critical that administrators are aware of and demonstrate these behaviors. The reader should simply read and circle the appropriate response for each item. Items checked "no" should be listed and action plans should be developed on the Administrative Planning

A Self-Evaluation Checklist for Administrators, Supervisors, and Principals

	Yes	No
The following questions are designed to help principals evaluate their school's philosophy and actions in mainstreaming:		
1. Have you made mainstreaming a part of each teacher and/or other staff member's job description?		
2. A. Do you attend IEP meetings? B. If not, is a qualified person attending in your place?		
3. A. Are you avoiding overloading teachers who are willing to assist in implementing mainstreaming? B. Have you considered distributing the load equally?		
4. Does your school have collective bargaining and negotiations with teachers and others? B. If so, have you discussed the school's integration policy with them?		
5. Do the teachers and staff members have a clear understanding about how mainstreaming will be implemented?		
6. Have factual answers been prepared to respond to community, school board, parent, and teacher questions?		
7. Are you encouraging inservice training and continuing education for teachers?		
8. Are you making periodic needs assessments among regular and special educators to determine appropriate topics for workshops?		
9. Do you designate and implement educational programs for handicapped children in the school, in accordance with approved policies, procedures and guidelines of the LEA, State Dept. of Education, and PL 94-142?		
10. Do you participate in planning for specific education programs in the school and make budget recommendations to the superintendent?		
11. Do you participate in LEA planning for special education services?		
12. Do you know that students who have handicaps are entitled to a full day of instruction thus should be placed around the full school day rather than a shortened instructional day?		

		Yes	No
13.	Do you plan transportation for children with and without handicaps so both groups ride on the same buses?		
14.	Do you provide substitute teachers and families moving into the school district a written rationale for integration?		
15.	Have you established policies and procedures for the selection, training and implementation of buddy systems, and peer tutoring programs?		
16.	Do you observe and work with children who have handicaps in the regular and special education teaching areas whenever feasible?		
17.	Do you promote and model positive attitudes for school personnel and parents to encourage acceptance and inclusion of children with handicaps in regular classes and in interaction with regular students?		
18.	Have you arranged for visual warnings about fire and other alarm systems where the welfare and safety of hearing impaired students is involved?		
19.	A. Do you coordinate and administer special education services in the school? B. If you do not coordinate and administer special education services in the school, have you assigned someone who does and is this person qualified and trained in the implementation of special education services?		
20.	Are you educating teachers, both regular and special, that their work is not the same but each should understand the others' work and recognize the balancing factors which make them relatively equivalent?		
21.	Do you supervise or arrange for a qualified administrator to supervise educational personnel providing mainstreaming to the children in the school?		
22.	Do you supervise or arrange for a qualified administrator to supervise appropriate assessment as a result of a screening procedure?		
23.	When a referral is received from teachers, parents, and others, do you assist in reviewing the progress of students suspected of having handicapping conditions?		
24.	Do you supervise the maintenance of child records at the school level and protect the confidentiality of these records?		

	Yes	No
25. If teachers request assistance, do you provide or arrange for specialized assistance?		
*** Note all the answers above should be "yes"**		
Additional items involve distinct roles and responsibilities which a principal must be informed about and which many principals may want to become actively involved in promoting or changing:		
26. Is the Board of Education committed to implementing the legal requirements of PL 94-142?		
27. Have costs been worked out with local school districts intermediate units, and the state so that no district will be disadvantaged by moving into an integrated program?		
28. Did you initiate mainstreaming in schools with a low annual teacher and pupil turnover rate?		
29. Was mainstreaming first initiated with principals, teachers, and staff who are supportive of mainstreaming children who have handicaps?		
30. Has a district or school-wide planning committee been organized to determine questions which will probably be raised in the community, by the school board, by parents, and by the regular and special educators?		

Validated Strategies for School-Age Mainstreaming (VSSM) Project

This publication was supported by Grant No. G008430088 of the U. S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U. S. Department of Education and no official endorsement by them should be inferred.

This product is for limited dissemination

Please do not reproduce without consent of the authors

For more information, contact:

Sebastian Striefel, Ph.D.

John Killoran, M.Ed.

Maria Quintero

Utah State University
Developmental Center for Handicapped Persons
UMC 6800
Logan, UT 84322-6800

(801) 750-1980

Terms Related to Mainstreaming

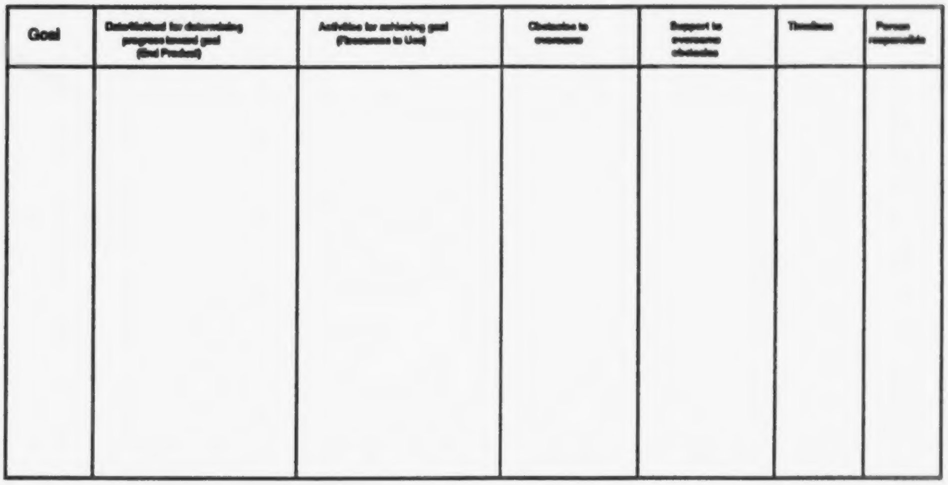
FMS - Functional Mainstreaming for Success Research Project
VSSM - Validated Strategies for School-Age Mainstreaming Research Project
School-Age - ages 5 ~~6~~-21
Reg Ed - Regular Education
Sp Ed - Special Education
MS - Mainstreaming
Self-contained Classroom - Program involving children with handicaps exclusively
Resource Room - Classroom in which students receive specific intensive training, typically involving part of a day
Integrated Classroom - Program involving children with and without handicaps, usually at a 50/50 ratio
Reverse Mainstreaming - Placing children without handicaps into a classroom of children with handicaps
Traditional Mainstreaming - Placing children with handicaps into a classroom of children without handicaps
PL 94-142 - Education for All Handicapped Children's Act
PL 99-457 - 1987 Amendment to 94-142 (Preschool)
LEA - Local Education Agency
IEP - Individualized Educational Program
LRE - Least Restrictive Environment
MR - Mentally Retarded
EMR - Educable Mentally Retarded
TMR - Trainable Mentally Retarded
IH - Intellectually Handicapped
SIH - Severely Intellectually Handicapped
BD - Behavior Disordered
LD - Learning Disabled

Terms Related to Mainstreaming (Cont'd)

CD - Communication Disordered
SMH - Severely Multiply-Handicapped
OH - Orthopedically Handicapped
PT - Physical Therapist
OT - Occupational Therapist
BS - Behavior Specialist
Sp/L - Speech and Language Pathologist
Prep - Preparation
TA - Technical Assistance
DCHP - Developmental Center for Handicapped Persons (our training center)

The Administrative Planning Forms have been developed as action plans for items identified on the Self-Evaluation Checklist. Their major use is in the development of an agency's overall mainstreaming plan and in completing Tasks 1-10.

Figure 2 - Administrative Planning Form



Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles	Timelines	Person responsible

Comprised of seven sections, the form is used to:

1. Establish mainstreaming goals,
2. List activities to accomplish the goals,
3. Identify obstacles which may need to be overcome in achieving the goal,
4. Identify support available to overcome identified obstacles,
5. Establish timelines,
6. Establish staff responsibilities, and
7. Identify methods for determining progress toward achieving the goals.

Summary

The process of obtaining and maintaining administrator commitment is complex and on-going. One can not assume that administrators are committed to mainstreaming just because it is mandated in the law. The steps outlined in the List of Goals and Activities that Demonstrate Commitment provide extensive guidance on how to obtain and monitor commitment and how to initiate the process of mainstreaming.

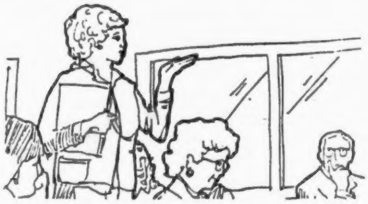
Task 2 - Staff Preparation and Awareness Activity:

Federal legislation mandating the education of children with handicaps in least restrictive educational settings (PL 94-142, The Education for All Handicapped Children Act) has created a need to prepare teachers for the arrival of these children into their classroom. This need stems from the knowledge that the success of the process called mainstreaming is critically dependent upon the attitudes and expectations which teachers have toward mainstreaming and toward children with handicaps (Pasanella & Volkmor, 1981; Gottlieb & Harper, 1967; Walker, 1983; Brophey & Everton, 1982; Schwartz, 1984; Thompson & Morgan, 1980). The interactions between a child's skills and the receiving teacher's attitudes and expectations can determine the success of mainstreaming for the student, teacher, non-handicapped peers, and parents.

Many teachers believe themselves to be poorly equipped for working with handicapped students. In one study, 85% of a group of teachers expressed that they lacked the necessary skills for teaching handicapped children (Crisci, 1981). Training needs for teachers include individualized instruction, interpretation of test results, remediation of instructional deficits, and classroom and behavior management. Inservice training in these areas is important if mainstreaming is to be successful. In a comprehensive review of teacher training literature, Adams, Quintero, Killoran, Striefel, & Frede (1986) identified 23 competencies for teachers which could facilitate the process of mainstreaming. These competencies serve as a basis for inservice teacher training in the FMS model.

The purpose of Task 2 is to orient and train agency staff in implementing the FMS mainstreaming model. Orientation includes introduction to the new administrative policies which have been developed and becoming aware of the level of administrative commitment to the integration process. During the orientation, written materials (Appendix B) defining what mainstreaming is, explaining integration, answering questions teachers most commonly ask (Figure 3) and discussing the timelines for implementation of the model are presented.

Figure 3 - Questions Teachers Often Ask About Mainstreaming



QUESTIONS TEACHERS

OFTEN RAISE

ABOUT

MAINSTREAMING

FMS

Needs assessments are also conducted with staff for identifying any existing training needs necessary for teaching students with and without handicaps within integrated programs. After completion of the needs assessment, a plan for providing training is identified and developed. Task 2 utilizes the General Teacher Needs Assessment: 23 Critical Skills for Mainstreaming, the Teacher Expectations and Assistance for Mainstreaming

Preschoolers and Kindergartners (TEAM-PK), as well as the Directory of Local Training Resources which have been developed by the FMS project. Each of these instruments and their instruction manuals are included herein. Also in Task Two are the identification of technical assistance needs and their availability, identifying whether the technical assistance can be provided internally or externally, and arrangements for funding the technical assistance needs which are required. Thus it is suggested that the following outline be followed when conducting staff awareness and preparation activities:

Step 1 - Orientation

Administrator a) discusses new policy and demonstrates commitment, b) provides information via brochure: Questions Teachers Often Ask About Mainstreaming, and c) conducts training needs assessment via TEAM P-K and 23 Competency Checklist.

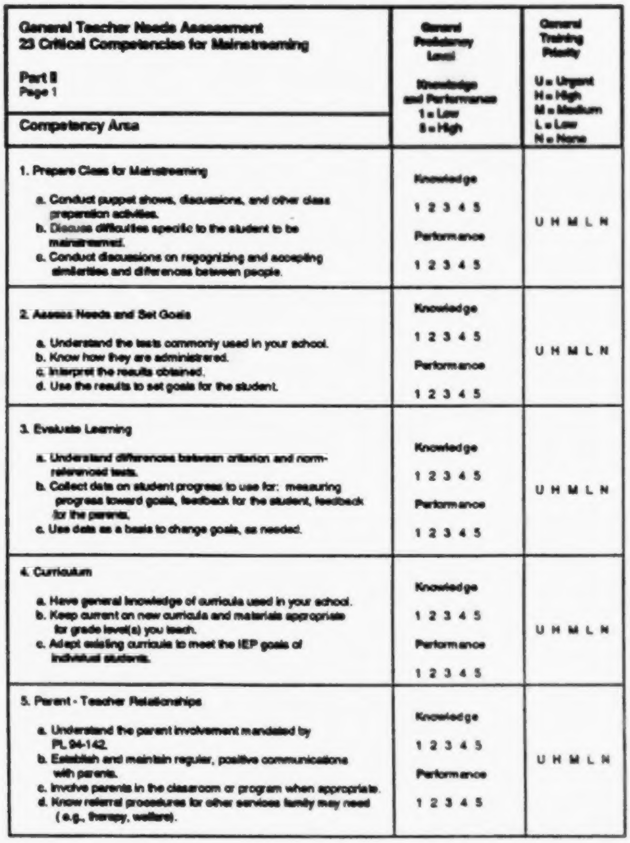
Step 2 - Training

Administrator and staff a) establish training priorities, b) identify trainers by completing the Directory of Local Trainer Resources, and c) establish inservice schedule via the Administrator Planning Forms.

Step 3 - Implement Training Plan on an Ongoing Basis

The General Teacher Needs Assessment (Figure 4) consists of 23 skills which have been identified as critical for successful mainstreaming. It is used to identify skill areas which a teacher has the expertise to train other teachers and will identify the areas in which a teacher desires to upgrade personal skills. The completed forms can be used by the supervisor to develop a training plan for the school or district. It should be completed by all program staff during the orientation activity.

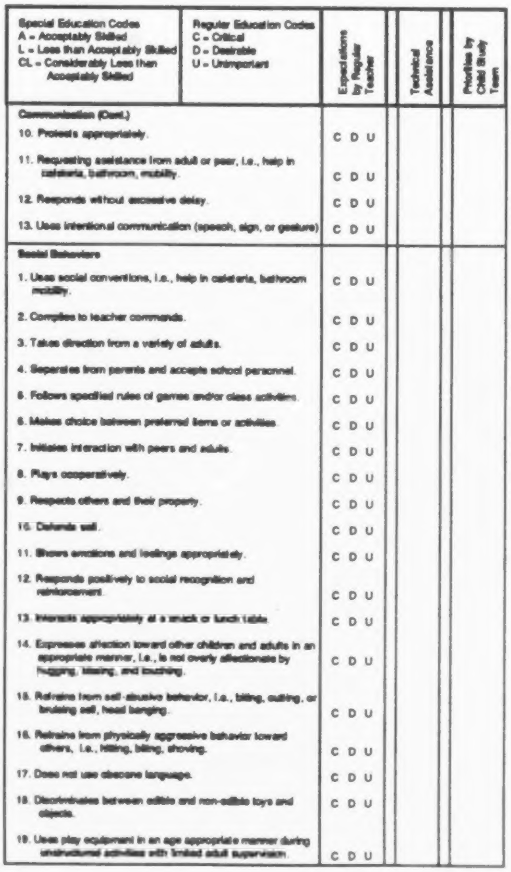
Figure 4 - General Teacher Needs Assessment



General Teacher Needs Assessment 23 Critical Competencies for Mainstreaming Part II Page 1 Competency Area	General Proficiency Level Knowledge and Performance 1 = Low 5 = High	General Training Priority U = Urgent H = High M = Medium L = Low N = None
1. Prepare Class for Mainstreaming a. Conduct puppet shows, discussions, and other class preparation activities. b. Discuss difficulties specific to the student to be mainstreamed. c. Conduct discussions on recognizing and accepting similarities and differences between people.	Knowledge 1 2 3 4 5 Performance 1 2 3 4 5	U H M L N
2. Assess Needs and Set Goals a. Understand the tests commonly used in your school. b. Know how they are administered. c. Interpret the results obtained. d. Use the results to set goals for the student.	Knowledge 1 2 3 4 5 Performance 1 2 3 4 5	U H M L N
3. Evaluate Learning a. Understand differences between criterion and norm-referenced tests. b. Collect data on student progress to use for: measuring progress toward goals, feedback for the student, feedback for the parents. c. Use data as a basis to change goals, as needed.	Knowledge 1 2 3 4 5 Performance 1 2 3 4 5	U H M L N
4. Curriculum a. Have general knowledge of curricula used in your school. b. Keep current on new curricula and materials appropriate for grade level(s) you teach. c. Adapt existing curricula to meet the IEP goals of individual students.	Knowledge 1 2 3 4 5 Performance 1 2 3 4 5	U H M L N
5. Parent - Teacher Relationships a. Understand the parent involvement mandated by P.L. 94-142. b. Establish and maintain regular, positive communications with parents. c. Involve parents in the classroom or program when appropriate. d. Know referral procedures for other services family may need (e.g., therapy, welfare).	Knowledge 1 2 3 4 5 Performance 1 2 3 4 5	U H M L N

The Teacher Expectations and Assistance for Mainstreaming for Preschool and Kindergarten (TEAM-PK) (Figure 5) identifies teachers' expectations of students in their classrooms and identifies areas in which teachers may need technical assistance and support if children with handicaps are placed in their classrooms. The TEAM-PK is designed to provide individuals involved in mainstreaming preschool and kindergarten children who have handicaps into normalized settings with a means to identify areas in which the teacher may require assistance if mainstreaming is to be successful for everyone.

Figure 5 - TEAM-PK



Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher		Technical Assistance		Priorities by Child Study Team
Communication (Cont.)						
10. Protests appropriately.		C D U				
11. Requesting assistance from adult or peer, i.e., help in cafeteria, bathroom, mobility.		C D U				
12. Responds without excessive delay.		C D U				
13. Uses intentional communication (speech, sign, or gesture)		C D U				
Social Behaviors						
1. Uses social conventions, i.e., help in cafeteria, bathroom mobility.		C D U				
2. Complies to teacher commands.		C D U				
3. Takes direction from a variety of adults.		C D U				
4. Separates from parents and accepts school personnel.		C D U				
5. Follows specified rules of games and/or class activities.		C D U				
6. Makes choice between preferred items or activities.		C D U				
7. Initiates interaction with peers and adults.		C D U				
8. Plays cooperatively.		C D U				
9. Respects others and their property.		C D U				
10. Defends self.		C D U				
11. Shows emotions and feelings appropriately.		C D U				
12. Responds positively to social recognition and reinforcement.		C D U				
13. Interacts appropriately at a snack or lunch table.		C D U				
14. Expresses affection toward other children and adults in an appropriate manner, i.e., is not overly affectionate by hugging, kissing, and touching.		C D U				
15. Refrains from self-abusive behavior, i.e., biting, cutting, or bruising self, head banging.		C D U				
16. Refrains from physically aggressive behavior toward others, i.e., hitting, biting, shoving.		C D U				
17. Does not use obscene language.		C D U				
18. Discriminates between edible and non-edible toys and objects.		C D U				
19. Uses play equipment in an age appropriate manner during unstructured activities with limited adult supervision.		C D U				

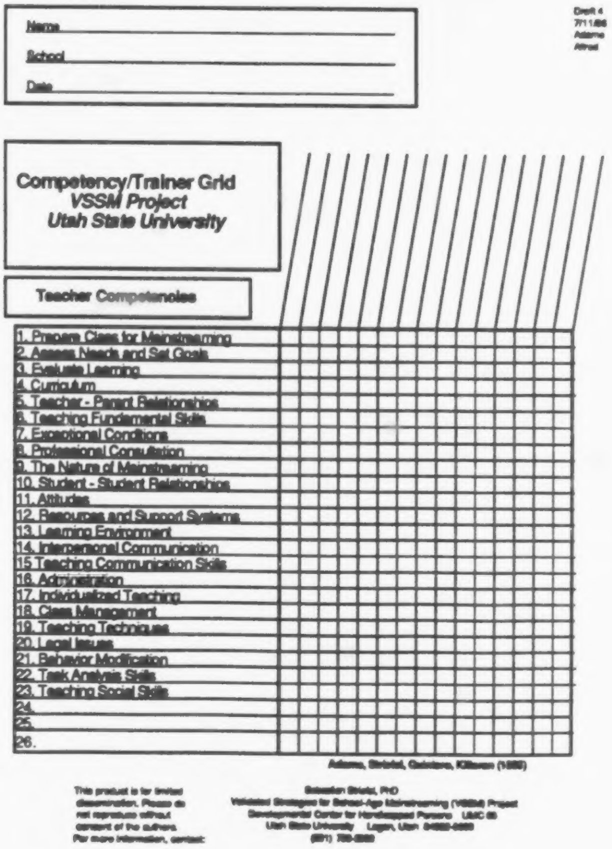
It is speculated that efforts to match teacher expectations with an incoming child's skills can facilitate the mainstreaming process by increasing the likelihood of mainstreaming a child whom a teacher is willing and prepared to teach (Striefel & Killoran, 1984). Mainstreaming a child with handicaps into a classroom where a teacher is willing and prepared to teach that child increases the chances for successful mainstreaming. By identifying a teacher's expectations and technical assistance needs, s/he may be better prepared before and during the mainstreaming process.

The TEAM-PK is designed to facilitate mainstreaming for the preschool and kindergarten age child (3-6 years of age), who is mildly to severely handicapped by providing technical assistance and support to the mainstream teacher. The regular classroom teacher being considered as a potential mainstreaming teacher is asked to code his/her expectations of the target child who may participate in regular class activities for at least part of the day for three (3) classes of behaviors: self help, communication, and social behavior.

Also completed during the orientation, the info from the TEAM-PK is combined with that identified in the 23 competency needs assessment and is used to help prioritize training needs in the Directory of Local Training Resources and in completing the Administrator's Checklist.

The Directory of Local Training Resources is intended to provide teachers, teacher trainers, principals, and district administrative staff with a method for developing an organized, readily usable listing of local resources which will be useful when training teachers how to successfully mainstream students who have handicaps. Although focused on increasing successful mainstreaming, a casual glance will show that the resources identified are useful for all teachers and all students. It is expected that a completed directory will help increase the cost-effective use of training time and money when responding to teacher training needs. The manual is cross referenced to the General Teacher Needs Assessment; thus it allows the supervisor to develop an inservice training plan for any identified deficits. It is comprised of three sections; Teacher Competencies, a Competency Trainer Grid which is used to list trainers (Figure 6), and a Directory of Resource Organizations.

Figure 6 - Directory of Local Training Resources: Competency Grid



Name__________

School__________

Date__________

Competency/Trainer Grid
VSSM Project
Utah State University

Teacher Competencies

1. Prepare Class for Mainstreaming
2. Assess Needs and Set Goals
3. Evaluate Learning
4. Curriculum
5. Teacher - Parent Relationships
6. Teaching Fundamental Skills
7. Exceptional Conditions
8. Professional Consultation
9. The Nature of Mainstreaming
10. Student - Student Relationships
11. Attitudes
12. Resources and Support Systems
13. Learning Environment
14. Interpersonal Communication
15. Teaching Communication Skills
16. Administration
17. Individualized Teaching
18. Class Management
19. Teaching Techniques
20. Legal Issues
21. Behavior Modification
22. Task Analysis Skills
23. Teaching Social Skills
24.
25.
26.

If the Training Resource Directory is limited to resources within a single school, the supervisor and selected staff should complete the directory. If the directory is used to identify resources within a district, a group effort is appropriate. Such a group should include principals, teacher representatives, the district special education director, and district administrative or training staff. The final copy is then sent to all interested parties.

The final phase of Task 2 is the development of an inservice training plan (using the Administrative Planning Form) based on the TEAM-PK, General Teacher Needs Assessment, and Directory of Local Training Resources.

Task 2 Materials

QUESTIONS TEACHERS OFTEN RAISE ABOUT MAINSTREAMING

GENERAL TEACHER NEEDS ASSESSMENT

TEAM-PK

DIRECTORY OF LOCAL RESOURCES

QUESTIONS TEACHERS OFTEN RAISE ABOUT MAINSTREAMING

This product was developed by the

Functional Mainstreaming for Success (FMS) Project

This publication was supported by Grant No. G008401757, from the Handicapped Children's Early Education Program of the U. S. Department of Education: However, the opinions expressed herein do not necessarily reflect the position of the U. S. Department of Education and no official endorsement by them should be inferred.

This product is for limited dissemination

Please do not reproduce without consent of the authors

For more information, contact:

Sebastian Striefel, Ph.D.

John Killoran, M.Ed.

Maria Quintero

Utah State University
Developmental Center for Handicapped Persons
UMC 6800
Logan, UT 84322-6800

(801) 750-1980

QUESTIONS TEACHERS OFTEN RAISE ABOUT MAINSTREAMING

What is Mainstreaming?

Mainstreaming refers to the integration of children with handicaps into settings and activities with their nonhandicapped peers. This integration can be as comprehensive as full time placement in a regular program or as limited as eating snack or having play time together. Mainstreaming can be physical -- children attending the same program but in separate classrooms or in the same activities but with no interaction. Mainstreaming can be social -- children with handicaps interacting during playtime with their nonhandicapped peers. Mainstreaming can be instructional -- children with handicaps spending part or much of the day in learning centers. Ideally, mainstreaming is the combination of physical, social, and instructional integration which enhances the growth of children with handicaps to their fullest potential.

Why mainstream?

When well-planned and well-managed, mainstreaming is beneficial to all involved. Children with handicaps benefit because they learn to function in the "mainstream of society". Their independence, social skills, and overall learning increase. Mainstreaming may also decrease the amount of time children with handicaps spend on nonproductive tasks such as being transported to special schools.

Children without handicaps can learn to respect differences in other people and can learn to respect that everyone has varying strengths and weaknesses. They can also learn patience and better communicate skills under the guidance of the teacher.

Teachers can benefit by having their skills broadened and, consequently fine-tuned. Mainstreaming, when well-implemented, demands communication among teachers and specialists. Many programs have benefitted from mainstreaming by having more and better communication among staff, parents, and administrators.

Who decides which children are mainstreamed?

Programs for children with handicaps are determined by the child team which includes the parents, the teachers, specialists, administrators, others as needed, and the student, if appropriate. In setting early intervention objectives, the team considers the child's current abilities and the long term goals for the child, as well as the child's learning styles and needs. When the objectives planned for a child can be met in a more integrated setting, then it is this team's responsibility to arrange for the child to be mainstreamed and to provide the support that is needed.

What should I do when I see children with handicaps in the hallway, playground, etc?

The best general answer to this question is that adults should behave as they would with any child. If the child with handicaps is misbehaving, he or she should be disciplined. If not, then a normal greeting and conversation would be appropriate and useful for helping the child practice social skills.

What should I tell children without handicaps about the children with handicaps?

Children are usually very interested in how people vary and how they are alike. Teasing often results from lack of knowledge and fear. Teachers can help children by having an open discussion with their class, by answering the children's questions simply and frankly, by pointing out that children with handicaps have more similarities to nonhandicapped peers than differences, and by helping the children in their class consider ways in which they can play with, help, be friends with, or work with children with handicaps.

How can I facilitate interaction between the children with and without handicaps?

One important step to helping children communicate with each other is for teachers to model the language and social skills they want children to exhibit - by initiating conversations with children with handicaps, by inviting them to join activities, and by making them feel that they are an important part of the group. In these activities the teacher must often arrange for the children to interact; for example, initiating art activities that are team-oriented but non-competitive, such as making a mural or papier-mache' sculpture.

Peer buddy systems are also useful by providing parameters and guidelines for interactions.

How do I meet the needs of children with handicaps, and am I qualified to fulfill them?

Providing services to children with handicaps can appear to be an overwhelming task, because these children have skill levels that are seemingly widely divergent from the rest of the group. However, an early intervention program is uniquely suited for addressing the needs of a very broad range of students. The variety of skills demonstrated by "normal" students allows for integrated groupings throughout the day, which combine children with similar strengths and deficits. This system is particularly effective in programs where children between 3 and 5 are grouped by skills and interests, not solely by age levels. A teacher who already approaches chidren as individuals should have little difficulty planning for the individual needs of the child with handicaps.

In specialty areas, (e.g., language, and physical therapy) teachers must always have access to professionals in these fields. It is the responsibility of a program administrator to facilitate this access, so that quality services can be maintained for all children. Finally, it is naive to assume that staffing patterns will not change; additional people are very likely to be needed. However, paid aides are only one option; many programs have succeeded with sibling, community group, and elderly volunteers; parent volunteers; and cooperative credit-earning practicum assignments for college or high school students.

Wouldn't this take time away from the other children in my program?

In order to ensure that the mainstreaming experience is successful for the child with handicaps, the other children, and the teacher, extra time may be needed initially from the teacher. However, this extra time should not be at the expense of the child's peers. Continuity of program for the mainstreamed child can be facilitated when the early intervention specialists, and previous service providers and parents have meetings to discuss the child's functioning before, during and after integration. When the planning which takes place in these meetings is detailed and flexible, the extra time will have been used before placement. The child should function appropriately in the new setting, and only occasional check-up meetings should be necessary.

Which of my class activities would interest the children with handicaps?

Just as nonhandicapped children have different needs and interests, so do children with handicaps. An important consideration in deciding which activities might be appropriate is whether the activity is beneficial to all involved. For example, an art activity can require cutting out and counting animal figures (for higher-skilled children), labelling animal names and body parts (for intermediate-skilled children) and color recognition (for low-skilled children). All of these objectives can be addressed at the same learning center.

My classroom is over-crowded, my materials are out of date, and there are a number of children in my classroom who need special attention. Why do children with handicaps get so much funding and extra assistance?

There are two basic answers to this question. One reflects a particular moral stance, the other a more practical one. In part, the moral argument is that children with handicaps are already burdened. They are children with the odds against them. Ethically, everything that can be done for them should be. On the practical side, the cost to society over the long run will be diminished if intensive, high-quality intervention is made early, and children with handicaps become productive members of the work-force. One study found that for every dollar spent on a high quality preschool program for children with intellectual handicaps, there was a $7 return to society over the lifetime of the child.

If I run into a problem, how do I get help?

This varies from agency to agency. The principal, parent, teacher or specialist may be the appropriate person to approach in many settings. Local universities and civic groups can offer technical assistance and personnel resources.

General Teacher Needs Assessment

23 Critical Skills for Mainstreaming

Paul R. Adams, MS
Sebastian Striefel, Ph.D.
Maria Quintero
John Killoran, M.Ed.

Validated Strategies for School Age Mainstreaming (VSSM) Project

Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-2039

General Teacher Needs Assessment

Purpose: Teachers and/or supervisors can assess teacher skills in 23 major areas. This assessment will identify skill areas in which a teacher has the expertise to train other teachers, and will identify the areas in which a teacher desires to upgrade personal skills. The completed forms can also be used by the supervisor to develop a training plan for the school or district.

Instructions:

1. Read the listing under each area (i.e., "Prepare class for mainstreaming")

2. Rate skill level by thinking through the following questions:

   -What has been my training, both formal and informal?
   -How does my expertise compare with most of my professional peers?
   -What are my strengths?
   -What additional knowledge do I want to acquire?
   -What skills would I like to acquire or upgrade?
   -How might additional training increase my overall effectiveness as a teacher?

3. Use the following code, and circle for each item the number that best describes skill level.

   1 = Teacher has no skill in executing this activity. Would need training and also in-class assistance to complete the activity.

   2 = Teacher has partial skills to execute the activity, and could do so with training and no in-class assistance (except perhaps a demonstration).

   3 = Teacher has skill to execute the activity and could do so without training or in-class assistance.

   4 = Teacher is highly skilled in executing the activity and could train others in that area.

CODE:
1 = No skills; training and in-class help would be required
2 = Partial skills; training required, but in-class help is not needed
3 = Good skills; no training or in-class help required
4 = Excellent skill; can train colleagues in this activity

1. Prepare Class for Mainstreaming				
a. Conduct puppet shows, discussions, and other class preparation activities.	1	2	3	4
b. Discuss difficulties specific to the student to be mainstreamed.	1	2	3	4
c. Conduct discussions on regogizing and accepting similarities and differences between people.	1	2	3	4
2. Assess Needs and Set Goals				
a. Understand the tests commonly used in your school.	1	2	3	4
b. Know how they are administrered.	1	2	3	4
c. Interpret the results obtained.	1	2	3	4
d. Use the results to set goals for the student.	1	2	3	4
3. Evaluate Learning				
a. Understand differences between criterion and norm-referenced tests.	1	2	3	4
b. Collect data on student progress to use for: measuring progress toward goals, feedback for the student, feedback for the parents.	1	2	3	4
c. Use data as a basis to change goals, as needed.	1	2	3	4
4. Curriculum				
a. Have general knowledge of curricula used in your school.	1	2	3	4
b. Keep current on new curricula and materials appropriate for grade level(s) you teach.	1	2	3	4
c. Adapt existing curricula to meet the IEP goals of individual students.	1	2	3	4
5. Parent - Teacher Relationships				
a. Understand the parent involvement mandated by PL 94-142.	1	2	3	4
b. Establish and maintain regular, positive communications with parents.	1	2	3	4
c. Involve parents in the classroom or program when appropriate.	1	2	3	4
d. Know referral procedures for other services family may need (e.g., therapy, welfare).	1	2	3	4

CODE:
1 = No skills; training and in-class help would be required
2 = Partial skills; training required, but in-class help is not needed
3 = Good skills; no training or in-class help required
4 = Excellent skill; can train colleagues in this activity

6. Teaching Fundamental Skills				
a. Know methods for training academic basics.	1	2	3	4
b. Know methods for teaching non-academics survival skills (e.g., health, safety, leisure time, problem-solving) appropriate to your grade level.	1	2	3	4
c. Understand the specific skills needed by a particular mainstreamed student, and how to teach those skills.	1	2	3	4
7. Exceptional Conditions				
a. Develop basic understanding of handicapping conditions.	1	2	3	4
b. Understand the adaptations needed to work with students who are handicapped.	1	2	3	4
c. Acquire a thorough understanding of the handicapping conditions of any student in your class.	1	2	3	4
8. Professional Consultation				
a. Know how to access specialists for consultation about students with handicaps.	1	2	3	4
b. Collect information to document concerns in special areas.	1	2	3	4
c. Accept and use constructive feedback from consultants.	1	2	3	4
9. Nature of Mainstreaming				
a. Understand the district/school definition and rationale for mainstreaming.	1	2	3	4
b. Understand the educational guidelines mandated by PL 94-142.	1	2	3	4
10. Student - Student Relationships				
a. Develop skill in structuring and teaching positive student - student interactions.	1	2	3	4
b. Use peer buddies and peer tutors.	1	2	3	4
c. Demonstrate equity when dealing with all students.	1	2	3	4
d. Group students in ways which promote social interactions.	1	2	3	4
11. Attitudes				
a. Self: Recognize and overcome personal biases and stereotypic, preconceived ideas of students with handicaps and of mainstreaming. Demonstrate knowledge of how personal attitudes can affect teacher behavior and student learning.	1	2	3	4
b. Other Adults: Provide accurate information to help modify misconceptions held by other(parents, colleagues, etc.)	1	2	3	4
c. Students: Promote acceptance of the student with handicaps by : noting difficulties and modelling appropriate behaviors.	1	2	3	4

CODE:
1 = No skills; training and in-class help would be required
2 = Partial skills; training required, but in-class help is not needed
3 = Good skills; no training or in-class help required
4 = Excellent skill; can train colleagues in this activity

12. Resource and Support Systems				
a. Know how to access and use agencies, programs, and individuals in the school or district who can serve as resources.	1	2	3	4
13. Learning Environments				
a. Arrange a classroom or other setting so that students with handicaps can have both complete and safe access.	1	2	3	4
b. Establish a positive climate for learning by modelling acceptance of individual differences, and encouraging each student's best effort.	1	2	3	4
14. Interpersonal Communication				
a. Demonstrate competence in oral and written communication skills.	1	2	3	4
b. Know one's personal style of communication (e.g., personal responses to stress, feedback, compliments).	1	2	3	4
c. Know how to adapt information for different audiences (e.g., parents, teachers, general community).	1	2	3	4
15.Teaching Communication Skills				
a. Have sufficient knowledge of language skills at the age level which you teach to be able to note strengths and deficits in individual student's expressive and receptive communication.	1	2	3	4
b. Teach language skills in task - analyzed, generalizable steps.	1	2	3	4
16. Administration				
a. Function as a supervisior of aides and volunteers, as well as students.	1	2	3	4
b. Manage and coordinate schedules and programs of specialists and consultants.	1	2	3	4
c. Involve administrator by seeking feedback early, as well as by asking for resources when needed.	1	2	3	4
17. Individualized Teaching				
a. Show skill in assessing individual needs and in adapting instruction to the individual.	1	2	3	4
b. Show skill in collection of progress data.	1	2	3	4
c. Know methods for individualizing instruction within groups.	1	2	3	4

CODE:
1 = No skills; training and in-class help would be required
2 = Partial skills; training required, but in-class help is not needed
3 = Good skills; no training or in-class help required
4 = Excellent skill; can train colleagues in this activity

18. Class Management

a. Organize and control classrooms to facilitate learning.	1	2	3	4
b. Demonstrate skill in group alerting, guiding transitions, arranging/organizing materials, crisis intervention, positive reinforcement of individuals and groups.	1	2	3	4

19. Teaching Techniques

a. Understand and use appropriate teaching techniques for group and individual instruction.	1	2	3	4
b. Show ability and willingness to be flexible and to change procedures to accommodate individual students.	1	2	3	4

20. Legal Issues

a. Understand the legal implications of PL 94-142 for educational services in public schools.	1	2	3	4
b. Know rights of persons with handicaps.	1	2	3	4
c. Understand school/district policies for mainstreaming.	1	2	3	4
d. Understand "due process".	1	2	3	4

21. Behavior Modification

a. Identify problem behaviors precisely.	1	2	3	4
b. Identify desirable behaviors.	1	2	3	4
c. Know how to identify and use effective reinforcers.	1	2	3	4
d. Monitor changes in behavior.	1	2	3	4

22. Task Analyze Skills

a. Understand the rationale for task analysis.	1	2	3	4
b. Demonstrate ability to task analyze a variety of necessary student skills.	1	2	3	4
c. Consolidate discrete tasks into total desired behavior.	1	2	3	4
d. Demonstrate ability to collect progress data..	1	2	3	4

23. Teaching Social Skills

a. Know the social skills expected of students at the grade level you teach.	1	2	3	4
b. Know how to identify strengths and deficits in social skills for students that you teach.	1	2	3	4
c. Know how to systematically train social skills using curricula and/or incidental opportunities.	1	2	3	4

Draft 5 66
6/24/86
TEAM-PK.JK
Goal 1

Instruction Manual

TEAM-PK

Teacher Expectations and Assistance for Mainstreaming Preschool and Kindergarten

John Killoran MEd
Sebastian Striefel PhD
Maria Quintero

**Functional Mainstreaming for Success Project
(FMS Project)**

*Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-2039*

This publication was supported by Grant No. G008401757, from the Handicapped Children's Early Education Program of the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by them should be inferred.

The TEAM-PK was adapted from the EnTrans-Transition Skills Assessment developed by Research Associates, Monmouth, Oregon and from the Mainstreaming Expectations and Skills Assessment - Preschool and Kindergarten developed by John Killoran,MEd, Sebastian Striefel, PhD, Maria Quintero, and Trenly Yanito, MS.

This product is for limited dissemination. Please do not reproduce without consent of the authors. For more information, contact:

Sebastian Striefel, PhD
Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-1985

Draft - Not for Dissemination

Introduction

The Teacher Expectations and Assistance for Mainstreaming for Preschool and Kindergarten (TEAM-PK) identifies teachers' expectations of students in their classrooms, and identifies areas in which teachers may need technical assistance and support if children with handicaps are placed in their classrooms.

The TEAM-PK is designed to provide individuals involved in mainstreaming preschool and kindergarten children who have handicaps into normalized settings with a means to identify areas in which the teacher may require assistance if mainstreaming is to be successful for everyone.

Rationale

It is speculated that efforts to match teacher expectations with an incoming child's skills can facilitate the mainstreaming process by increasing the likelihood of mainstreaming a child whom a teacher is willing or prepared to teach (Striefel & Killoran, 1984). Mainstreaming a child with handicaps into a classroom where a teacher is willing and prepared to teach that child increases the chances for successful mainstreaming. By identifying a teacher's expectations and technical assistance needs, s/he may be better prepared before and during the mainstreaming process.

Target Population

The TEAM-PK is designed to facilitate mainstreaming for the preschool and kindergarten age child (3-6 years of age), who is mildly to severely handicapped by providing technical assistance and support to the mainstream teacher.

The regular classroom teacher being considered as a potential mainstreaming teacher is asked to code his/her expectations of the target child who may participate in regular class activities for at least part of the day.

Materials Needed

The TEAM-PK manual and protocol, and recent child assessment information.

Time for Administration

Expectations Profile - 10 minutes

General Description

The TEAM-PK contains five categories of items which describe child behaviors typically demonstrated in the school setting.

1. Classroom Rules - i.e., replacing materials and cleaning work places.
2. Work Skills - i.e., recognizing materials which are needed for tasks.
3. Self Help - i.e., eating lunch with minimal assistance.
4. Communication - i.e., following group directions, and
5. Social Behaviors - i.e., social amenities.

Specific Instructions for the Regular Educator

This assessment should identify those behaviors which are important to you in your classroom and on which training can enhance your teaching of children who are handicapped. Circle the appropriate letter in the columns to the right of each item to indicate if the item demonstrated in your classroom is (C) Critical, (D) Desirable, or (U) Unimportant.

(C) **Critical** indicates that you will not accept the child in your classroom unless the child is acceptably skilled (the child demonstrates the behavior on 90% of opportunities to do so).

(D) **Desirable** means that you would like the student to demonstrate the behavior but you will accept a child who is less than acceptably skilled.

(U) **Unimportant** indicates that the behavior is unimportant for the student to demonstrate upon first entering your class.

Techical Assistance (TA) Requests

Techical assistance refers to training and materials which may be provided to you to address specific needs which arise when teaching children who are handicapped. Technical Assistance can include a) demonstration via modeling, b) discussion, c) feedback, d) reading materials, and e) provision of curricula. **Indicate by checking in the appropriate column, those behaviors which you would be willing to train in your classroom if TA were available to you.**

Draft 3
6/25/86

TEAM-PK

Teacher Expectations and Assistance for Mainstreaming In Preschool and Kindergarten

John Killoran, MEd
Sebastian Striefel, PhD
Maria Quintero

Name of Person Completing Form ______________________

Grade Taught ______________________

Date of Rating ______________________

Have you previously worked with students who are handicapped?

Yes ______________ **No** ______________

If yes, what handicapping conditions? ______________________

Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-2030

© TEAM-PK, 1987

The TEAM-PK was adapted from the EnTrans Skills Assessment developed by Teaching Research Associates, Monmouth, Oregon.

The TEAM-PK is a product developed by the Functional Mainstreaming for Success (FMS) Project.

This publication was supported by Grant No. G008401757, from the Handicapped Children's Early Education Program of the U.S. Department of Education. However, the oponions expressed herein do not necessarily reflect the position of the U.S. Department of Eduaction and no official endorsement by them should be inferred.

This product is for limited dissemination. Please do not reproduce without consent of the authors. For more information, contact:

Sebastian Striefel, PhD
John Killoran, MEd
Maria Quintero

Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 752-1985

Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher	Technical Assistance	Priorities by Child Study Team
Self Help			
1. Monitors appearance, e.g., keeps nose clean, adjusts clothing, uses napkin.	C D U		
2. Locates and uses a public restroom with minimal assistance in the school.	C D U		
3. Puts on/takes off outer clothing within a reasonable amount of time.	C D U		
4. Eats lunch or snack with minimal assistance.	C D U		
5. Independently comes into the classroom or house from bus or car.	C D U		
6. Goes from classroom to bus or car independently.	C D U		
7. Knows way and can travel around school and playground.	C D U		
8. Responds to fire drills as trained or directed.	C D U		
9. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.	C D U		
10. Follows school rules (outside classroom).	C D U		
11. Stays with a group according to established school rules, i.e., outdoors.	C D U		
12. Recognizes obvious dangers and avoids them.	C D U		
Communication (Includes gesture, sign, communication board, eye pointing, speech, and other augmented systems).			
1. Attends to adult when called.	C D U		
2. Listens to and follows group directions.	C D U		
3. Communicates own needs and preferences, i.e., food, drink, bathroom.	C D U		
4. Does not ask irrelevant questions which serve no functional purpose or are not task related.	C D U		
5. Stops an activity when given a direction by an adult to "stop".	C D U		
6. Attends to peers in large group.	C D U		
7. Responds to questions about self and family, i.e., personal information.	C D U		
8. Responds appropriately when comments/compliments are directed to him/her.	C D U		
9. Responds to questions about stories.	C D U		

Special Education Codes **A = Acceptably Skilled** **L = Less than Acceptably Skilled** **CL = Considerably Less than Acceptably Skilled**	**Regular Education Codes** **C = Critical** **D = Desirable** **U = Unimportant**	Expectations by Regular Teacher		Technical Assistance		Priorities by Child Study Team
Communication (Cont.)						
10. Protests appropriately.		C D U				
11. Requesting assistance from adult or peer, i.e., help in cafeteria, bathroom, mobility.		C D U				
12. Responds without excessive delay.		C D U				
13. Uses intentional communication (speech, sign, or gesture)		C D U				
Social Behaviors						
1. Uses social conventions, i.e., help in cafeteria, bathroom mobility.		C D U				
2. Complies to teacher commands.		C D U				
3. Takes direction from a variety of adults.		C D U				
4. Separates from parents and accepts school personnel.		C D U				
5. Follows specified rules of games and/or class activities.		C D U				
6. Makes choice between preferred items or activities.		C D U				
7. Initiates interaction with peers and adults.		C D U				
8. Plays cooperatively.		C D U				
9. Respects others and their property.		C D U				
10. Defends self.		C D U				
11. Shows emotions and feelings appropriately.		C D U				
12. Responds positively to social recognition and reinforcement.		C D U				
13. Interacts appropriately at a snack or lunch table.		C D U				
14. Expresses affection toward other children and adults in an appropriate manner, i.e., is not overly affectionate by hugging, kissing, and touching.		C D U				
15. Refrains from self-abusive behavior, i.e., biting, cutting, or bruising self, head banging.		C D U				
16. Refrains from physically aggressive behavior toward others, i.e., hitting, biting, shoving.		C D U				
17. Does not use obscene language.		C D U				
18. Discriminates between edible and non-edible toys and objects.		C D U				
19. Uses play equipment in an age appropriate manner during unstructured activities with limited adult supervision.		C D U				

Directory of Local Training Resources

Developed by the

Validated Strategies for School-Age Mainstreaming

and

Functional Mainstreaming for Success Projects

Adams, P., Striefel, S., Quintero, M., & Killoran, J.

Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800

This publication was supported by Grant No. G008401757, from the Handicapped Children's Early Education Programs and Grant No. G008430088 of the Office of Special Education and Rehabilitative Services. However, the opinions expressed herein do not necessarily reflect the opinion of the Office of Special Education and Rehabilitative Services, and no official endorsement by them should be inferred.

Introduction

This directory is intended to provide teachers, teacher trainers, principals, and district administrative staff with a method for developing an organized, readily usable listing of local resources which will assist when training teachers how to successfully mainstream students who are handicapped. Although focused on increasing successful mainstreaming, a casual glance will show that the resources identified are useful for all teachers and all students. It is expected that a completed directory will help increase the cost-effective use of training time and money when responding to teacher training needs.

Description

Section I - Teacher Competencies

This section contains a listing and definition of 23 competencies synthesized from a literature review on the competencies essential for successful mainstreaming.

Section IIa - Competency Trainer Grid

This section consists of a grid which lists, on a single page, all 23 teacher competencies, and the name of one or more trainers who could effectively train teachers in those competencies.

Section IIb - Directory of Trainers

This section lists all of the trainers identified in section IIa, and includes the address, phone number, and name of school or agency for each trainer.

Section III - Directory of Resource Organizations

This section identifies resource organizations that could provide training, technical assistance, and/or materials. It includes land-grant universities which offer extension courses, local college education departments and special education departments, the Comprehensive System of Personnel Development (CSPD) serving your state, Regional Resource Centers, and model programs that may exist in the local area (i.e., any existing project, program or classroom that will allow teachers to observe or be trained to use competencies which are being modelled in real-life contexts). Section Three concludes with an "other" category for miscellaneous resources available locally.

Instructions

Who Should Complete the Directory?

If the Training Resources Directory is limited to resources within a single school, the principal and selected teachers should complete the directory. If the directory is used to identify resources within a district, a group effort might also be appropriate. Such a group could include principals, teacher representatives, the district special education director, and district administrative or training staff. The final copy would then be sent to all interested parties.

Completing Sections I and IIa

Step 1- Read the first competency (Prepare Class For Mainstreaming) thoroughly and thoughtfully.

Step 2- Consider the following questions:

a. Which people in our school or district have the most knowledge and practical experience in this competency area?

b. Of those people, who would be best able to train fellow-teachers? ("best" in terms of relevant expertise, training ability, and perceived credibility by their peers).

c. Does the person (or persons) identified have the time to do training; or, could time be made available by changing that persons's responsibilities and schedule; or, could compensatory pay or time-off be arranged? (If "no", repeat a and b. If yes, proceed to d).

d. Is the person (or persons) identified willing to do the training? (This step will require personal contact with the individual). (If "no", repeat a, b and c. If "yes", proceed to step 3.)

Step 3- Write the name of the trainer in the grid in Section IIa. Then mark an x under the trainer's name, in the space opposite the relevant competency.

Note 1: more than one trainer might be available to train the same competency area: if so, mark all such trainer names opposite that competency.

Note 2: a single very experienced trainer may have expertise in multiple areas; if so, mark each area in which this person is able and willing to train.

Note 3: If no suitable trainer can be identified within the school or the district, refer to the resource organizations in Section 3 for assistance.

Step 4 - Repeat steps 1 through 3 for each of the remaining competency areas.

Step 5 - If teacher needs assessments have identified other competency areas of high training interest, select the most urgent competencies and list them in the blank spaces provided (i.e., #'s 24-26). Then repeat steps 1-3 for each of these competency areas.

Completing Section IIb - Directory of Trainers

List the names of all trainers identified in Section One. The address, phone number, and name of the school or agency represented, should be listed for each trainer. This section will not be necessary if all the trainers are "in-house" at a single school.

Completing Section III - Directory of Resource Organizations

Write the names of resource organizations that could provide training, technical assistance, or materials that will assist teachers in mainstreaming. Be sure to include the name of at least one specific contact person within each resource organization.

Section I. Teacher Competencies

1. Prepare Class for Mainstreaming: prepare members of regular class for entrance of student with handicaps: conduct pre-placement preparation and awareness activities on handicapping conditions in general (i.e., puppet shows, role plays; conduct preparation activities specific to student being placed (i.e., discussion of specific student behaviors, training on how to respond to inappropriate behaviors; identify commonalities as well as differences between students.

2. Assess Needs and Set Goals: master the basic diagnostic, measurement, and assessment skills necessary to determine each student's present level of functioning and educational needs; use that information to set realistic, measurable goals for each student; for the class as a whole, and for subtests within the class.

3. Evaluate Learning: understand difference in purpose and use of norm-referenced and criterion-referenced evaluation; collect and record student progress toward goal attainment; provide feedback to students and parents on goal attainment; and use evaluation data to assess goal attainment in order to measure terminal outcomes and set new goals.

4. Curriculum: general knowledge of K-12 curricula; understanding of curriculum principles, and structures; understanding of the relationship to child development and schools as social institutions.

5. Teacher-Parent Relationships: fulfill all parent participation responsibilities as mandated by P.L. 94-142; develop and maintain advocacy, rather than adversarial role with parents; utilize parents in training roles where possible; refer parents to appropriate agencies as requested (i.e., parent training sessions, counseling, advocacy, etc.).

6. Teaching Fundamental Skills: functional skills: reading, writing, spelling, arithmetic, study, speaking; life maintenance skills: health, safety, law, consumerism; personal development skills: goal setting, decision making problem solving, career development, recreation.

7. Exceptional Conditions: rudimentary understanding of exceptional children, their special needs, and how to accommodate those needs; knowledge of specialists & resources available to assist with particular educational needs of specific children.

8. Professional Consultation: knowledge and practical skills required for effective consultation, (i.e., know who has expertise in particular areas and how that person can be contacted; identify specific questions or issues for consultant response; identify and collect essential information which the consultant will require; ability to negotiate objectively and equably; ability to solicit and effectively use constructive feedback on your own performance).

---

9. The Nature of Mainstreaming: understanding of definition, rationale, philosophy, legal issues involved and delivery system models.

---

10. Student-Student Relationships: demonstrate equity when dealing with students' group children to increase social interactions; use systematic teaching strategies to increase social interactions; use peer buddies and peer or cross-age tutor systems to increase social interactions as well as academic learning.

---

11. Attitudes: evaluate attitudes of handicapped and nonhandicapped students, parents, and school administrators through formal and informal evaluations; where neccessary, re-educate handicapped and nonhandicapped students, parents and school administrators; (e.g., provide factual information regarding handicapped persons; avoid referring to students by labels, classifications of handicaps, or stereotypes); demonstrate knowledge of how personal attitudes can affect teacher performance and student learning; strive for honest awareness of personal prejudices, stereotypes, and attitudes toward all students.

---

12. Resource and Support Systems: demonstrate knowledge of local agencies, programs, individuals, and audiovisual or curricular materials which can serve as resources in teaching; use available personnel, material and program resources effectively in teaching activities.

---

13. Learning Environment: arrange physical characteristics of a learning environment to facilitate ease of access by students with handicaps; establish a positive emotional/psychological climate conducive to learning (e.g., model the acceptance of all students in the class; encourage creativity, productivity, achievement of the highest quality of work each individual can accomplish; promote peer buddies, tutors, and group activities for learning tasks where appropriate).

---

14. Interpersonal Communication: demonstrate competence in oral and written communication skills; demonstrate skill in identifying one's own personal styles of communication (e.g., identify: how one responds to feedback; mannerisms and phrases common in one's own style, and how others may interpret them); use active communication skills appropriate to audience when dealing with parents, students, administrators, and professional colleagues.

15. Teaching Communication Skills: assess strengths and deficits in student's oral and written communication abilities, including both receptive and expressive skills; task analyze appropriate skills and teach in ways that maximize generalization; acquire student-specific skills in nonverbal communication (gestures, sign language, augmenative communication systems).

---

16. Administration: function as a supervisor (i.e., supervise aides and volunteers; coordinate services provided by other professionals such as speech and physical therapists); work effectively with administrators, especially school principals (i.e., advise administrator of needed equipment and materials; keep administrator informed of ongoing activities, including potential or actual problems; be able to solicit and accept constructive feedback from administrator regarding your own performance).

---

17. Individualized Teaching: competence in assessing individual educational needs and in adapting instruction to the individual; skill in keeping records of individual progress toward objectives; knowledge about diverse models for individualized instruction.

---

18. Class Management: ability to organize classrooms for instructional purposes and manage them effectively to meet the needs of students (skills include: group alerting, guiding transitions, arranging/organizing materials, crisis interventions, creating a positive affective climate, and reinforcing individuals within a group).

---

19. Teaching Techniques: demonstrate proper teaching techniques for group and individual instruction (e.g., correction procedures, prompts, modeling, commands, rates of reinforcement); demonstrate flexibility for modifying teaching strategies.

---

20. Legal Issues: understand legislative background of P.L. 94-142; knowledge of state law & Department of Education guidelines on mainstreaming; knowledge of due process; knowledge of school responsibilities to students with handicaps; knowledge of teacher, parent, and student rights.

---

21. Behavior Modification: demonstrate skill in identifying problem behaviors, identifying desirable behaviors, identifying effective reinforcers, differential reinforcement of desirable behaviors, decreasing incidence of problem behaviors, and measuring changes in behaviors.

---

22. Task Analysis Skills: identify skill areas necessary for specific students; analyze material into concepts or subskills; break down skills into measurable subskills; scope and sequence skills to be taught; measure progress of skill achievement; consolidate components into total desired behaviors.

---

23. Teaching Social Skills: use formal and informal assessments to identify student's social strengths and deficits; task analyze social skills to be trained; use systematic social skills training curricula and programs to increase student's social behavior; use informal teaching strategies to increase student's social behaviors; incorporate generalization strategies in social skills programing; monitor child's progress in social skills acquisition.

Section IIa

Competency/Trainer Grid

NAMES OF TRAINERS
(see directory on p.)
....

TEACHER COMPETENCIES															
1. Prepare Class for Mainstreaming															
2. Assess Needs and Set Goals															
3. Evaluate Learning															
4. Curriculum															
5. Teacher-Parent Relationships															
6. Teaching Fundamental Skills															
7. Exceptional Conditions															
8. Professional Consultation															
9. The Nature of Mainstreaming															
10. Student-Student Relationships															
11. Attitudes															
12. Resources and Support Systems															
13. Learning Environment															
14. Interpersonal Communication															
15. Teaching Communication Skills															
16. Administration															
17. Individualized Teaching															
18. Class Management															
19. Teaching Techniques															
20. Legal Issues															
21. Behavior Modification															
22. Task Analysis Skills															
23. Teaching Social Skills															
24.															
25.															
26.															

Section IIb. Directory of Trainers (name, agency represented, address, phone number)

Section III - Resource Organizations (include contact person, address, and phone number)

1. Colleges/Universities

   a. Landgrant University Providing Extension Courses in Your Area

   b. Education Department (local college/university)

   c. Special Education Department (local college/university)

   d. Other

2. Comprehensive System of Personnel Development (CSPD) Serving Your Area

3. Regional Resource Center Serving Your Area

4. Model Programs (name of program, contact person, address, phone #)

5. Other (name of resource agency, contact person, address, phone #)

Task 3 - Modification of Service Delivery Systems

In Task 3, program staff must consider elements within the FMS service delivery system in reference to those existing in the program presently. The administrative planning forms are used to identify and plan any modifications which may be required to implement total mainstreaming. The FMS model was designed to incorporate the strengths of traditional group and individualized teaching methods. Group curricula is defined as a systematic arrangement of time, procedures, materials, and tasks (Findlay, Miller, Pegram, Richie, Sanford, & Schmran, 1976). In group curricula the arrangement is based on addressing the common characteristics and needs of more than one student at a time (Findlay, et al., 1976), and usually incorporates skills that are developmentally sequenced and are taught through exploration of the environment; however, children with handicaps are particularly slow at learning incidently and generalizing any such learning to other situations (Stokes and Bear, 1977). In a traditional preschool program, individualized instructional objectives are not established (O'Connel, 1986). Group curricula traditionally follows a unit or theme concept in which the units or themes are planned for a weekly, biweekly or monthly time period. Units are usually non-operationalized concepts, such as animals, holidays, or transportation. Child progress monitoring, when it occurs, is usually confined to pre-post testing, standardized norm reference assessments, and anecdotal recordings. Advantages of group instruction include the efficiency of teaching many children at once, and opportunities for children to learn in naturally occurring environments. Unfortunately, specific child deficits are rarely identified and remediated, and when identification does occur, it is usually in the area of behavioral deficits.

If developmental delays are significant and skill deficits are suspected or identified, the child is usually referred elsewhere for remediation, rather than receiving intervention in the regular preschool placement.

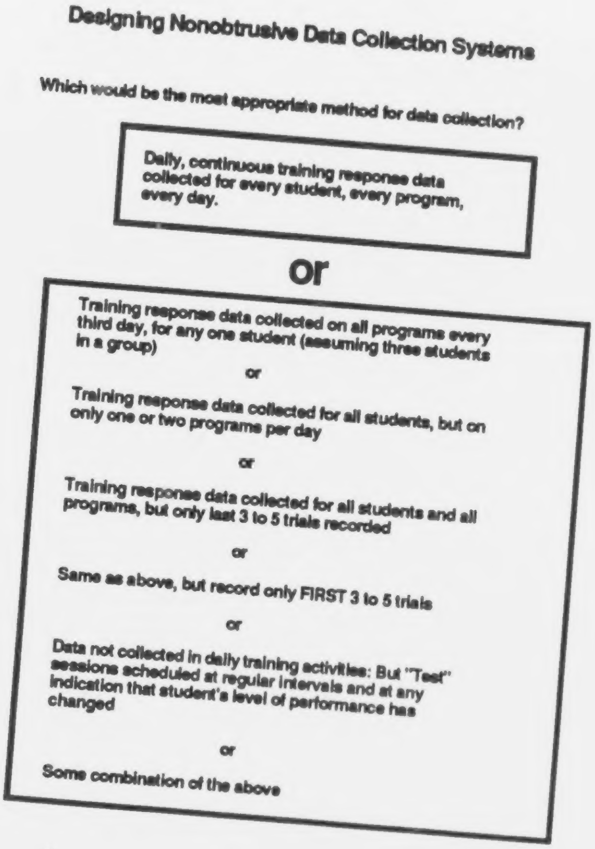
In contrast, traditional individualized curricula, a common characteristic of special education programs, focuses on the needs of an individual child rather than on meeting needs of a group. Interventions are developed for a particular child and are implemented in small groups or one to one instruction, usually in self-contained segregated classrooms. An advantage of traditional individualized curricula is that it can accommodate behavioral teaching techniques which have been demonstrated to be effective for teaching children who have handicaps (Greer, Anderson, & Odell, 1984). These techniques include, but are not limited to: a) assessment, b) IEP development, c) one to one instruction, d) frequent progress monitoring of child skill acquisition, and e) revision of teaching programs based on child progress. Unfortunately, a traditional individualized curriculum may actually be self-defeating to the process of integration. The emphasis on one to one and small group instruction in the special setting of a self-contained class can hinder the student's generalization and transfer of skills to settings other than those in which they are trained (Brown, et al., 1983). Furthermore, the specificity of traditional instruction and discrete trial programming can train a child to respond appropriately to a limited number of stimuli with a limited number of responses that often do not occur in the natural environment. Traditional individualized instruction allows the student to be successful in the segregated special education setting. However, when a school setting is restricted to the segregated self-contained classroom such instruction increases the child dependency on special education, limits interaction in the community, and prohibits social interaction between children with and without handicaps (Widerstrom, 1986).

In order to optimize the acquisition of skills with students in integrated settings the strengths of group and individualized curricula have been merged by the FMS project. At first appearance it may seem that group and individualized curricula are mutually exclusive within a single setting. However with careful planning and individualization within group activities this merger has been readily accomplished. This merger has been accomplished by adopting the concepts of: a) least restrictive instructional programming, b) non-obtrusive data collection, and c) the use of least restrictive behavioral programming within the format of the FMS Lesson Planning Forms. This merger has also entailed the adoption of a consultant model for the delivery of the majority of related services to students of special needs. Implementing these concepts will be discussed in detail in subsequent sections of this manual (specifically, Task 8).

Least restrictive instruction refers to the concept of starting all children in individualized large group activities based on IEP goals and objectives. Only when the child's data demonstrate that the child is not making adequate progress within the large group is the child moved to a more intensive level of small group instruction. If the child's progress monitoring still indicates that skill acquisition is not occurring the student is then moved into individualized microsession training. Microsessions refer to short 10 to 15 minute sessions designed to utilize traditional discrete trial, behavioral special education. Microsessions entail the presentation of specific stimuli, specific learner responses, and consequation procedures consisting of either correction procedures and/or reinforcement. Incidental teaching for our purposes refers to the identification of the time of day in which a skill naturally occurs, and using graduated prompting and praising or the other teaching techniques for training that skill. For example, children are taught to put on and zip coats before going out for free play or before going home for the day rather than being trained through direct discrete trial training in a corner of the classroom at times that are not related to going anywhere else. Materials which may be used to train staff in the use of effective prompting and praising procedures are included.

Non-obtrusive data collection (Figure 7) refers to the collection of daily progress data in natural rather than artificial ways. For children in large group instruction this may be as simple as anecdotal recording or daily probes. As a child moves into more intensive, or more restrictive instruction, the intensity of data collection procedures used increases. Thus data collection for children in large and small groups may be based on anecdotal or probe recordings. In contrast, children in microsessions are in discrete trial formats using both mass and distributed trials. The FMS least restrictive instructional and data collection forms were developed for non-obtrusive data collection. Data collection will be discussed further in Task 8, Implementation.

ure 7 - Non-Obtrusive Data Collection



Designing Nonobtrusive Data Collection Systems

Which would be the most appropriate method for data collection?

Daily, continuous training response data collected for every student, every program, every day.

or

Training response data collected on all programs every third day, for any one student (assuming three students in a group)

or

Training response data collected for all students, but on only one or two programs per day

or

Training response data collected for all students and all programs, but only last 3 to 5 trials recorded

or

Same as above, but record only FIRST 3 to 5 trials

or

Data not collected in daily training activities: But "Test" sessions scheduled at regular intervals and at any indication that student's level of performance has changed

or

Some combination of the above

Least Restrictive Behavioral Programming refers to the implementation of positive behavior management techniques prior to the utilization of more intensive techniques. A policy (Morgan & Striefel, 1987) developed by the DCHP has been used for this purpose. The policy provides a hierarchy of behavioral procedures to be used with all children beginning with modification of antecedents, identification and use of functional reinforcers, and progress through a hierarchy of less to more intensive procedures with the application of aversive stimuli as the most restrictive behavioral programming being conducted. Restrictive behavior programming also includes the review of aversive programming by a Human Rights Committee which serves as an advocate for the child. The policy used by FMS is available upon request.

Consultants are also relied upon heavily in the FMS service delivery model. In our consultant service delivery model (developed at the Developmental Center for Handicapped Persons), consultants such as speech and language therapists, behavior therapists, and occupational and/or physical therapists are responsible for:

a) Assessment of a child's strengths and deficits.

b) Development of components of the IEP.

c) Program development.

d) Training staff in implementation of the programs developed.

e) Monitoring of both the implementation of the program by the trained staff, as well as, monitoring of child progress data for use in programming.

Related services are also provided through direct service delivery when related service personnel feel it is a high priority skill for a child, and no other children in the classroom need instruction in the same or similar skills, or grouping is not effective.

Task 3 Materials

TEACHER GUIDELINES FOR PROMPTING & PRAISING

Quintero, M., Killoran, J., & Striefel, S.

Least Restrictive Treatment Policy: A Five-Level System

Teacher Guidelines for Prompting and Praising

Preparation activities such as puppet shows and discussions are good ways to introduce children to their peers with handicaps. However, they are often insufficient for promoting child/child interactions. It is necessary for the teacher to prompt positive interactions and to provide positive feedback to children for engaging in appropriate behaviors. The following guidelines should help teachers to identify those situations in which prompting social interactions would be appropriate, and how that prompting may be accomplished.

1. Who to prompt. Ideally, we would like all children in the regular class to interact with the child being mainstreamed. Realistically, children vary in their social skillfullness and their willingness to interact. When a child is first mainstreamed, prompts to engage in social interactions with the child who has the handicaps may be most profitably directed toward those children who a) tend to be high status, well liked children, b) compliant to teacher requests, and c) spontaneously interact with children who are handicapped.
2. When to prompt. Prompting a nonhandicapped child to initiate a social interaction such as playing with a child who has handicaps should occur when the child with handicaps is excluded from the activities of others in the class. However, a number of points should be kept in mind when prompting a child to join in play:
    a. The proposed play or social activity must be one in which it is appropriate to involve more than one child. Activities which are good for prompting social play include:
        1. Tag, and other outdoor gross-motor games,
        2. Imaginary and fantasy play,

3. Play with telephone,
4. Housekeeping and doll play, and
5. Block and car play.

b. If children do not comply with the prompt, they should be given the opportunity to suggest an alternative to the prompted activity. Sometimes, children may refuse requests. When this occurs the child should be asked to identify another activity in which the child with handicaps can participate. This is important to keep in mind since forcing a child to engage in social behavior will probably not result in interactions occurring spontaneously and transfering to other settings.

3. How to prompt. It is better to state your prompt as a direction rather than a request. It may seem more polite to ask rather than to tell a child to do something, but requests as questions increase the likelihood that they will be refused. The followign are examples of ways in which teachers can prompt children to engage in social play with the target child.

   a. Johnny, Tommy is playing all by himself. Ask him if he would like to play cars with you.
   b. Susie, let's see if you can call Sara and talk to her on the telephone.
   c. Joey, go over and ask Jason to play on the slide with you.

   If the child refuses to follow request, model the appropriate response. Then rephrase your original request. Physically prompting will not increase the likelihood of the behavior occurring spontaneously or generalizing outside of the prompted setting.

4. How to Praise. When children enege in social interactions with the child being mainstreamed, regardless of whether or not these interactions were prompted by the teacher, positive feedback should be provided. However, the teacher must be careful to provide this feedback at a time when it will not interrupt the interaction which is occurring. It is better to praise children for interacting after the interaction or play time is over. The teacher must be careful to be very specific regarding behaviors which are being praised. The following examples praise children for engaging in socially appropriate interactions.

   a. Johnny, I really liked the way that you and Tommy played together with the cars!
   b. Susie, you did such a good job of calling Sara on the phone!
   c. Joey, you were such a good friend to ask Jason to play on the slide with you!

   Praise which is enthusiastic and descriptive of the desired behaviors increases the likelihood of the interaction occurring again.

Least Restrictive Treatment Policy: A Five-Level System

Level	Treatment Procedure	Review / Consent
1	Changing Antecedent Events Differential Reinforcement Procedures Planned Ignoring	Written program must be included in IEP. No special consent required.
2	Response Cost Nonexclusionary Timeout Contigent Observation	Written program must be included in IEP. No special consent required.

VSSM /FMS Project
Utah State University

Level	Treatment Procedure	Review / Consent
3	Positive Practice or Restitutional Overcorrection Without physical guidence	Written program must be included in IEP. No special consent required.
4	Positive Practice or Restitutional Overcorrection With physical guidence Response Cost - Sensory Deprivation Exclusionary Timeout	Written program must be included in IEP. Informed consent required by parent and program director.
5	Response Prevention Seclusion Timeout Restraint with Apparatus Application of Discomforting Stimuli Application of Aversive Stimuli	Written program must be included in IEP. Approval by Human Rights Committee

VSSM/FMS Project
Utah State University

Task 4 - Parent Preparation: The purpose of Task 4, parent preparation, is to inform parents, both those of children with handicaps and those of children without handicaps, of the purposes and philosophy of integration, changes in the present preschool program, to answer questions, and to give parents the opportunity to become more involved in their child's program. This is accomplished by contacting parents by phone or in person to plan meetings, meeting with parents to answer all questions, reviewing IEP's for children previously enrolled in self-contained programs if needed, and for conducting joint or integrated group parent meetings in terms of completing paperwork, answering further questions, providing parents with support groups and contacts, setting up car pools, and soliciting classroom volunteers. The following presents a model which may be used to accomplish Task 4.

The need for parent preparation before mainstreaming is evident by an examination of parent concerns. Major among these concerns include:

1. **Knowledge About Mainstreaming.** The mainstreaming concerns of parents of children with and without handicaps often stem from lack of knowledge about what is meant by mainstreaming (Edgar & Davidson, 1979; Turnbull, Winton, Blacher, & Walkind, 1983). Turnbull, et al. (1983) reported that 42% of the parents of children with handicaps in their study had not heard of mainstreaming prior to being contacted to be part of a research study, while only 33% of the parents of children without handicaps had received information on mainstreaming prior to their child's

participation in a mainstreaming program. Prior to mainstreaming, 76% of parents of non-handicapped children favored placing students with mental handicaps in special, rather than regular classes. However, with their children's participation as classmates in a successful mainstreaming program, parents of children without handicaps reportedly became supportive of integration.

2. **Quality of Education.** Parents of children with handicaps report that the teacher may be too busy to provide sufficient time and attention to their children (Bloom & Garfunkel, 1981; Mlynek, Demerest & Vuoulo, 1983). Similarly, parents of children without handicaps express concerns over the quality of education their children might receive because a teacher may devote more time to meet the more demanding needs of the child with handicaps (Bloom & Garfunkel, 1981; Demerest & Vuoulo, 1983; Karnes, 1980; Turnbull & Turnbull, 1982).
3. **Support Services.** Parents of children with handicaps also report concerns that special service programs (motor, language, etc.) for their child will be reduced or eliminated by mainstreaming (Bloom & Garfunkel, 1981; Demerest & Vuoulo, 1983; Pasanella & Volkmor, 1981; Schanzer, 1981).
4. **Social Isolation.** Prior to mainstreaming, parents of children with handicaps commonly express concerns that their children will be teased by others in the class, or will be ostracized during informal class activities (Bloom & Garfunkel, 1981; Demerest & Vuoulo, 1983; Mlynek, Hannah & Hamlin, 1982; Schanzer, 1981).

5. **Grading.** The possibility of unfair grading is another reported concern of parents of children with handicaps (Mlynek, Hannah & Hamlin, 1982). Additionally, increasing numbers of children with severe handicaps are being mainstreamed into activities where grades are not typically given (e.g., recess or lunch), (Zigmond & Sansone, 1981), but in which progress must be documented.

6. **Inappropriate Models.** Parents of children without handicaps report that their children may learn inappropriate behaviors from children who have handicaps (Gresham, 1982; Cansler & Winton, 1983; Price and Weinberg, 1982). However, observations of children in mainstreamed settings indicate that children without handicaps either do not imitate less mature behaviors, or if they do, they quickly extinguish these imitations when no rewards are given for behaving inappropriately (Cansler & Winton, 1983; Price & Weinberg, 1982). With exposure to a mainstreaming program, this concern of parents diminishes (Price & Weinberg, 1982; Quintero & Striefel, 1986).

Methods for Addressing Parent Concerns About Mainstreaming

One method for addressing concerns about mainstreaming is through a better exchange of information between parents and teachers. An ongoing exchange of information between parents and schools may best be established through regular contacts such as written notes concerning the child's progress; occasional telephone calls to parents; brief photocopied materials such as happy faces or symbols indicating good or bad days; and by providing more extensive materials such as handbooks, programs or articles on current issues in special education which seem appropriate for parental reading. Turnbull et al. (1983) report that parents prefer printed material as long as the material was relevant, readable, and understandable. A needs assessment conducted by the FMS Project confirmed this preference. In response to this preference, FMS has developed parent brochures answering questions which parents most commonly ask.

Parent involvement groups are another method for communication between the teacher and parents. Group work has the advantage of providing services to a number of people at the same time, and can be informational, educational, or therapeutic. The FMS Project has successfully conducted a number of group sessions with parents.

Discussion and Recommendations

The preparation, delineation of responsibilities, and post-placement support for parents in the process of mainstreaming is a form of parent involvement which has received limited attention. However, as mainstreaming becomes more commonplace in public schools, and as parents are expected by professionals to assume active roles in their children's educations, the need arises for a systematic method of effectively preparing parents to participate in the process of mainstreaming. The existing literature on parent involvement, and the FMS preliminary attempts to standardize parent training programs that involve mainstreaming provide a framework for establish a model for parent involvement in mainstreaming. Such a model should include:

1. A method of assessing parent interests and needs prior to mainstreaming so that specific concerns can be addressed.
2. A variety of options for parent involvement with specific activities listed for teachers to use as a guide for sharing with parents.
3. An inservice training program to acquaint teachers with parent involvement.
4. Mainstreaming, as an ongoing process, is one in which parents are to be prepared and have specific pre- and post-placement responsibilities.
5. Parent communication systems implemented on an ongoing basis.

The Administrative Planning forms should be used to plan Task 4 activities. Written brochures and opinionnaires developed for parent preparation activities follow.

Task 4 Materials

Parent Brochures

Parent Mainstream Opinionnaire

FACTS
ABOUT
MAINSTREAMING

Answers for Parents
of Children Without Handicaps

VSSM

is publication was supported by Grant No. G008401757, from the Handicapped
ildren's Early Education Program of the U.S. Department of Education.
wever, the opinions expressed herein do not necessarily reflect the
sition of the U.S. Department of Education and no official endorsement by
em should be inferred.

FUNCTIONAL MAINSTREAMING FOR SUCCESS
FMS PROJECT

Developmental Center for Handicapped Persons
Utah State University
Logan, UT 84322-6800
(801) 750-1981

Not to be distributed or reproduced
without permission from
SEBASTIAN STRIEFEL

What is Mainstreaming?

Mainstreaming is the process of serving all children, with and without handicaps, in the same setting, to the maximum extent possible. A program for children with handicaps that is separate from programs for other children is a restrictive environment. Every child has the right to be in the least restrictive environment that still meets the child's needs. For some children, the least restrictive environment is a self-contained program; for others it is not.

Does this mean that special programs will be dissolved and all children with handicaps will return to regular programs?

No. For a child with handicaps, mainstreaming may be limited to short periods of integration at play times. The remainder of the time, that child may be in a self-contained program. The decision on how much mainstreaming a child should have must be based on the child's individual needs.

Who decides when and how to mainstream a child?

Every school-age child with handicaps and many preschool children with handicaps have a child study team made up of the child's parents, the child if appropriate, teachers, principal or agency director, and specialists (speech therapists, motor specialists, etc.) This team develops the child's goals and objectives and decides if mainstreaming is appropriate. Based upon the child's social, cognitive, self-help, motor, and preacademic skills, a decision is made on whether a child would benefit from receiving services in a program alongside classmates without handicaps. These decisions are made individually for each student with handicaps, and the child's progress is reviewed periodically.

Won't my child's education suffer if the teacher has to tend a child with extra needs?

A well-planned mainstreaming program actually results in more individualized attention for all students. A teacher who learns to spot "special" needs in one child also learns to spot "special" needs of other children. By grouping children and designing individualized lessons, teachers actually can do a better job of meeting the needs and interests of all children. This has been confirmed by parents of children with handicaps in several mainstream programs, such as those in Albuquerque, New Mexico, and Madison, Wisconsin.

But will my child be safe in the same program as these children?

The idea that persons who are intellectually handicapped, or retarded, are violent and aggressive is an incorrect and unfortunate myth. There are persons with handicaps who are aggressive, just as there have always been class "bullies"; however, a child who is physically aggressive and is a danger to himself or others, should not be mainstreamed until these behaviors are under control.

PARENT MAINSTREAM OPINIONAIRE*

The following statements reflect issues that sometimes arise with mainstreaming. For each item please circle or check your opinion

ITEM	Column 1 How much do you agree or, disagree with this statement?				Column 2 Do you feel that this is a good reason for *not* mainstreaming handicapped students?	
1. There is not enough time in a regular teacher's day to deal appropriately with the needs of students with handicaps in a regular classroom.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
2. Once put into a mainstreaming program, students with handicaps are often not able to use the special services which were available for them before.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
3. Many students without handicaps tease and make fun of the student with handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
4. Regular teachers and children without handicaps often give too much help to students with handicaps and may not give them a chance to learn by themselves.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
5. Mainstreamed children with handicaps can not usually use the same grading system as used for the children without handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
6. Children with handicaps are not likely to make friends with nonhandicapped children in a regular school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
7. Parents of children without handicaps typically do not want children with handicaps being in the same school as their children	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
8. A regular school does not typically have the necessary furniture, bathroom facilities, or adaptive equipment for a child with handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
9. Children without handicaps do not get an appropriate education and enough attention because the teacher will be occupied with the special needs of the child with handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
10. The children without handicaps learn poor behaviors from the children with handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____
11. Children with handicaps may be tricked by other children into doing harmful or inappropriate activities.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes____	No____

*Adapted from Parent Mainstreaming Questionnaire, Functional Mainstreaming for Success Project at Developmental Center for Handicapp Persons, Utah State University.

Task 5 - Peer Preparation

Peer preparation involves general awareness activities as well as child specific preparation. These activities may be conducted prior to integration when non-handicapped children are recruited from a single source but most often occur within the integrated classroom itself. General awareness activities are usually conducted as simple puppet shows and class discussions (See Peer Preparation of Preschoolers in Mainstream Settings in Task 5 materials). In contrast child specific preparation involves teaching the communication systems of peers who have handicaps, discussing inappropriate, self-injurious or aggressive behaviors with the non-handicapped peers, and teaching the non-handicapped peers methods for dealing with inappropriate behavior and for increasing interaction. The purpose of peer preparation is to gain the support of the non-handicapped children in the mainstream classroom. Their help is essential to make the classroom environment one of acceptance which is necessary for successful mainstreaming to occur.

The four steps in planning general peer preparation activities are:

1. Deciding on the objectives of your preparation program. We have found that there are at least three general areas which should be addressed in any preparation program.
    a. Providing information about handicapping conditions.
    b. Modeling accepting attitudes towards persons with handicaps.
    c. Teaching appropriate ways of interacting with children with handicaps.
2. Selecting activities to meet these objectives.

3. Evaluating the impact of your activities.
4. Encouraging others to become involved in preparation.

Ideally activities should begin before a child with handicaps is mainstreamed into the classroom, and should continue as an ongoing process through the year. However, most preparation activities take place after mainstreaming has begun. The Administrative Planning Forms should be used to plan peer preparation activities and timelines, and Task 5 materials specifically address the preparation of preschoolers in mainstream settings.

The classroom teacher usually coordinates the peer preparation program. However, all staff should be familiar with ways of prompting positive attitudes and behaviors with children in the mainstream classroom since s/he will be involved in the process (see Task 3, Teacher Guidelines for Prompting and Praising). Preparation activities are also a great way for other people to become involved. Parents of both children with and without handicaps could be used in this manner. So could other classroom volunteers or even older peers.

The following activities can be conducted for peer preparation:

1. Puppet shows are an effective way to introduce information on handicapping conditions and to demonstrate appropriate attitudes and behaviors toward children who are handicapped.
2. An individual differences class unit is a method which presents handicapping conditions as another way of being different; i.e., we all have our differences which make us all special.

3. Group discussions create a format which is useful when questions arise and when child-specific information needs explanation.
4. Children's books, chosen carefully, provide additional information on handicapping conditions and demonstrate appropriate behaviors for interacting with children who have handicaps. Many excellent books are available from libraries and other agencies (A brief list is included later in this section).
5. Roleplaying is an activity which teaches children specifically how to interact with a classmate who has handicaps.
6. Promoting and praising of interactions is an important method to increase and maintain social interaction between children with and without handicaps.

Task 5 Materials

PEER PREPARATION ACTIVITIES

Peer Preparation of Preschoolers in Mainstream Settings

Nelke, C., Quintero, M., Killoran, J.
Allred, J., & Striefel, S.

Peer Preparation of Preschoolers in Mainstream Settings

Purpose: The purpose of peer preparation is to gain the support of nonhandicapped children in the mainstream classrooms. Their help is essential to make the classroom environment one of acceptance which is necessary for successful mainstreaming to occur.

Goals: The goals of peer preparation are:

1. To provide general information about handicapping conditions.
2. To model positive attitudes and behaviors towards children with handicaps.
3. To teach appropriate ways of interacting with children who are handicapped.

When Should Peer Preparation Occur?

When a child is transitioning to a new classroom, preparation activities should begin before the child with handicaps is mainstreamed into the classroom, and should continue as an ongoing process throughout the year. Most preparation activities take place after mainstreaming has begun. In an integrated classroom, activities should begin as soon as children with and without handicaps are placed together in the class. Activities should continue as an on-going process throughout the year.

Who Should Conduct Peer Preparation?

The classroom teacher usually coordinates the peer preparation program. However, all staff should be familiar with ways of promoting positive attitudes and behaviors with children in the mainstream classroom since all will be involved in the process. Preparation activities are also a great way for other people to become involved. For example, parents of children both with and without handicaps, other classroom volunteers, and even older peers can be used to enhance peer prepartion activities and peer interaction.

What Activities Can Be Conducted for Peer Preparation?

1. Puppet shows are an effective way to introduce information on handicapping conditions and to demonstrate appropriate attitudes and behaviors towards children who are handicapped. A sample skit developed by the FMS Project is included in this manual.
2. Individual differences class unit is a method which presents handicapping conditions as another way of being different; i.e., we all have our differences which make us all special. Examples of activities that can be part of such a unit are included in this manual.
3. Group discussions create a format which is useful when questions arise and when child-specific information needs explanation. A list of specific topics that may be discussed, and points to emphasize for each is provided in this manual.
4. Children's books, chosen carefully, provide additional information on handicapping conditions and demonstrate appropriate behaviors for interacting with children who have handicaps. Many excellent books are available from libraries and other agencies. A brief list of books which can help start a resource file is included in this manual.
5. Roleplaying is an activity which teaches children specifically how to interact with a classmate who has handicaps. Brief scenarios for learning specific behaviors are provided in this manual.

6. Prompting and praising of interactions is an important method to increase and maintain social interaction between children with and without handicaps. Different kinds of prompts and the methods of using them are discussed in this manual.

How To Develop and Implement a Peer Preparation Program

There are six steps for developing and implementing a peer preparation program.

1. Decide on the objectives of your preparation program. (For example, providing information about handicapping conditions generally, or providing information on a particular handicap; modeling accepting behaviors towards persons with handicaps, etc.).
2. Select activities to meet these objectives.
3. Train people to carry out these activities and practice the presentations.
4. Conduct activities on an on-going basis throughout the school year.
5. Evaluate the impact of your activities. (For example, observe the number of social interactions between children with and without handicaps, ask children about their reactions to the preparation activities, and assess children's attitudes about handicapping conditions).
6. Encourage others to become involved in the preparation program.

Instructions for Activity 1 - Puppet Shows

Nelke, C., Quintero, M., & Striefel, S.

Materials Needed: A puppet show script, table for the stage, required number of puppets, adults to act as puppeteers.

Time for Administration:

Puppet show skit	10 minutes
Questions and discussion	10 minutes
Total:	20 minutes

Target Audience: At the preschool level, a puppet show presentation is more effective with a smaller group of children. An audience of less than 20 provides more opportunities for participation by all children by allowing more discussion and individual questions. With young audiences it is helpful to repeat the puppet show over several consecutive weeks to aid the children's understanding of the concepts.

General Description: Puppet shows are an excellent method for presenting basic introductory concepts about handicapping conditions, as shown in the following script. A variety of scripts can be easily developed for different and specific situations such as explaining the concept of mainstreaming, demonstrating how to welcome a child with handicaps into the classroom, and showing ways to play with a child who has handicaps.

Another advantage of the puppet show is its easy administration. Set-up simply includes a table as the stage with the puppeteers behind the table an the puppets on the table facing the audience.

Sample Script:

About Handicaps: A Puppet Show
Developed by the FMS Project for Peer Preparation
Ages 3 - 6 Years

Melody: Hi Boys and Girls! My name is Melody. It sure is fun being here today! I want you to meet my new friend, Mark.

Mark: (Waving) Hi Melody! Hi Boys and Girls!

Melody: As you can see, Mark looks kind of different. That's because Mark has a handicap (stated matter-of-factly).

Mark: Having a handicap means that part of my body doesn't work right. (Turn towards audience) Boys and Girls, what is a handicap?

Melody: (With audience) A handicap is when part of the body doesn't work right.

Mark: The handicap I have makes me look a little different than other children.

Melody: Is yours the only kind of handicap?

Mark: No, there are many kinds of handicaps. Some children who have handicaps are not able to see.

Melody: You mean they can't see?

Mark: Yes, and some children can't walk.

Melody: You mean they use a wheelchair?

Mark: They might. Some other handicaps make it hard to hear or hard to do things fast.

Melody: Does that mean its hard to do things in school?

Mark: It might make school harder, but children who have handicaps can still go to school.

Melody: If children who have handicaps go to school, it must mean that having a handicap isn't like being sick.

Mark: Having a handicap isn't like being sick at all.

Melody: Really?

Mark: When a person is sick, they catch it, are sick for a while, then they get over it.

Melody: Right.

Mark: And when a person has a handicap, usually they are born with it, and they always have a handicap. Boys and girls, is a handicap like being sick?

Melody: (With audience) No! (alone) Then you can't catch a handicap! That's good to know. That means you and I can play! Would you like to play with me, Mark?

Mark: I sure would! Children who have handicaps like to play just like you do. I like to play with balls and puzzles, and I like to take walks and sing and build with blocks. We sure could have a lot of fun together.

Melody: We sure could!

Mark: Boys and Girls, can children who have handicaps and children like you have fun playing together?

Melody: (With audience) Yes! (alone) Mark, I have been asking you a lot of questions about handicaps, is that okay?

Mark: Sure it is, I like helping you learn about handicaps, Melody. (Turn to audience.) Boys and Girls, I want you to learn about handicaps too! Boys and Girls, if someone can't walk because of a handicap, can you catch that?

Melody: (With audience) No!

Mark: Boys and Girls, if someone is blind and can't see because of a handicap, can you catch that?

Melody: (With audience) No!

Mark: If someone can't talk very well because they have a handicap, can you catch that?

Melody: (With audience) No!

Mark: Boys and Girls, is it okay to ask someone about their handicap?

Melody: (With audience) Yes!

Mark: Can you play with someone who has a handicap?

Melody: (With audience) Yes!

Mark: Do children who have handicaps like to play some of the same things you do?

Melody: (With audience) Yes!

Mark: Can children who have handicaps be your friends?

Melody: Yes (Alone) Just like Mark and I are friends.

Mark: We are friends, Melody. (To audience) Boys and Girls, can you think of any questions about handicaps you would like to ask me? (Give children a chance to ask questions). If you have other questions, ask your teacher! Thanks for learning about handicaps, Boys and Girls.

Melody and Mark: Bye! Bye!

Instructions for Activity 4: Recommended Books

Materials Needed:

An appropriate book chosen from the following list or at the teacher's discretion.

Time allowance:

Story reading time - 10 minutes
Time alloted for discussion, if necessary - 10 minutes
Total: 20 minutes

General Description:

Books can provide useful information about children who have handicaps. Books can be easily implemented within the daily curriculum of the classroom, are typically a high-interest level activity and are instructional. Although there are a large number of books available which have characters who have handicaps, books must be carefully selected for their appropriateness. The following books have been reviewed by project staff and accurately present information about handicapping conditions.

Recommended Books:

Brightman, A. (1976). Like Me. The color photographs in this book realistically illustrate children who have mental retardation. The text deals with and defines the word retarded, and stresses the similarities between all children.

Fanshawe, E. (1977). Rachel. This book shows a day in the life of a young girl who uses a wheelchair. Rachel, though she has a handicap, goes through her day just like everyone else.

Fassler, J. (1975). Howie Helps Himself. The pictures in this book naturally depict a boy who uses a wheelchair. The book's theme is the importance of trying hard to do things for yourself.

Mack, N. (1976). Tracy. This simple book demonstrates how a young girl who has cerebral palsy gets around in her wheelchair.

Nadas, B. (1975). Danny's Song. The child in this story has an orthopedic impairment. The book illustrates that children who have handicaps have the same feelings that nonhandicapped children feel. Children with handicaps can have their feelings hurt, too, but they also can do a lot.

Simon, N. (1976). Why Am I Different? Although this book doesn't specifically deal with children who have handicaps, it is excellent in explaining individual differences. The story talks about how children are the same and how they are different, and how special our differences are.

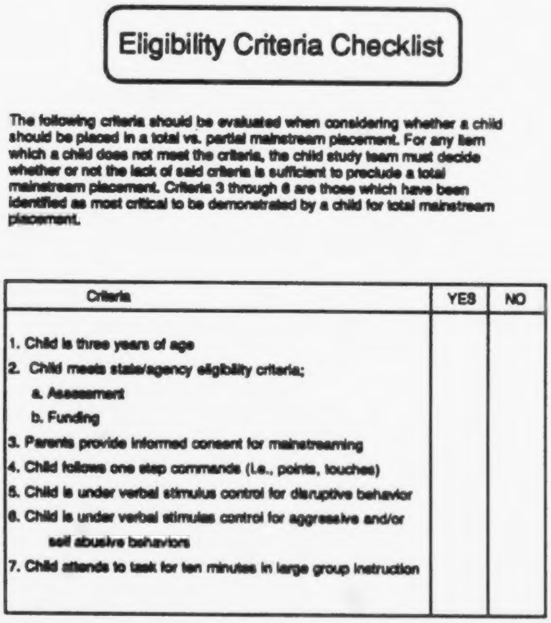
Task 6 - Child Identification and Recruitment

Child identification and recruitment is a two part process which involves both the identification of students with handicaps for placement in integrated classrooms and the recruitment of students without handicaps. Identification of students with handicaps follows the traditional agency referral process, includes the identification of child deficits and strengths through assessment both formal and informal, and concludes with the determination of eligibility for acceptance into the program or for referral to other agencies programs as appropriate. Child identification of students with handicaps is conducted with all students enrolled in the program, as well as with new children referred for services.

The recruitment of students without handicaps is based on the program policy which has been determined in Task 1, administrative decision making. It includes methods of recruitment such as newspaper ads, radio announcements, word-of-mouth and flyers. It incorporates screening non-handicapped students for unidentified deficits (i.e., Brigance), selecting students who have been screened for immediate enrollment, and the establishment of waiting lists. As non-handicapped children are identified as being eligible for the program, parent preparation activities are also initiated. Task 6 activities also include the determination of tuition costs for children who are not handicapped, whether tuition costs will be based on sliding scales or set fees, the investigation of any available subsidies for children who are not handicapped, the establishment of fee payment schedules, and the development of action plans which will be necessary in cases of non-payment of fees. Task 6 activities are accomplished via the Administrative Planning Forms.

Task 7 - IEP Decision-Making Process: During the IEP decision making process it is decided whether or not children will be placed in a totally integrated (total reverse mainstreaming) classroom or in a class where partial mainstreaming activities are conducted. The IEP decision making process incorporates the traditional eligibility criteria of the program, is based on the identification of child strengths, deficits, and training needs through ongoing assessment, and evaluates the child's ability to follow one step commands and whether aggressive and self-injurious behaviors are under verbal stimulus control for total mainstreaming placement. Based on the Eligibility Criteria Checklist (Figure 8), decisions are made on whether a child is appropriate for placement in the totally mainstreamed class or if the children will participate in a partial mainstreaming class. Once the placement of a child has been determined the formal IEP is developed by the Child Study Team.

Figure 8 - Eligibility Criteria Checklist



Eligibility Criteria Checklist

The following criteria should be evaluated when considering whether a child should be placed in a total vs. partial mainstream placement. For any item which a child does not meet the criteria, the child study team must decide whether or not the lack of said criteria is sufficient to preclude a total mainstream placement. Criteria 3 through 6 are those which have been identified as most critical to be demonstrated by a child for total mainstream placement.

Criteria	YES	NO
1. Child is three years of age		
2. Child meets state/agency eligibility criteria;		
a. Assessment		
b. Funding		
3. Parents provide informed consent for mainstreaming		
4. Child follows one step commands (i.e., points, touches)		
5. Child is under verbal stimulus control for disruptive behavior		
6. Child is under verbal stimulus control for aggressive and/or self abusive behaviors		
7. Child attends to task for ten minutes in large group instruction		

The Child Study Team includes parents, the program administrator, teacher, and all related service personnel which will be providing or planning interventions for the child. Upon the development of goals and objectives, the training intensity for each goal and objective (i.e., large group, small group, microsessions) is determined. Peer interaction systems (whether informal or a systematic buddy system), are also determined during this step of the IEP process. For children whose placements have been determined to be most appropriate as partial mainstream placements, options for partial mainstreaming are determined for each goal which is established by using the FMS Options for Mainstreaming Guidelines (Figure 9). These options include mainstreaming into the integrated classroom for social and instructional activities, and the use of peer interaction systems (discussed in Task 8) such as buddy and/or tutoring programs for both instructional and social skill acquisition in the partial reverse mainstreaming class. The IEP decision-making process concludes with the identification of the responsibilities of each member of the child's study team, assurances that the IEP is in compliance with all IEP guidelines, and establishment of dates for the initiation of services. The IEP Decision-Making Flow Chart (Figures 10-13) is used in Task 7.

Figure 9 - Options for Mainstreaming

Options for Mainstreaming

Option 1: Reverse Mainstreaming

Option 2: Low Demand Activities

Option 3: Intermediate Demand Activities

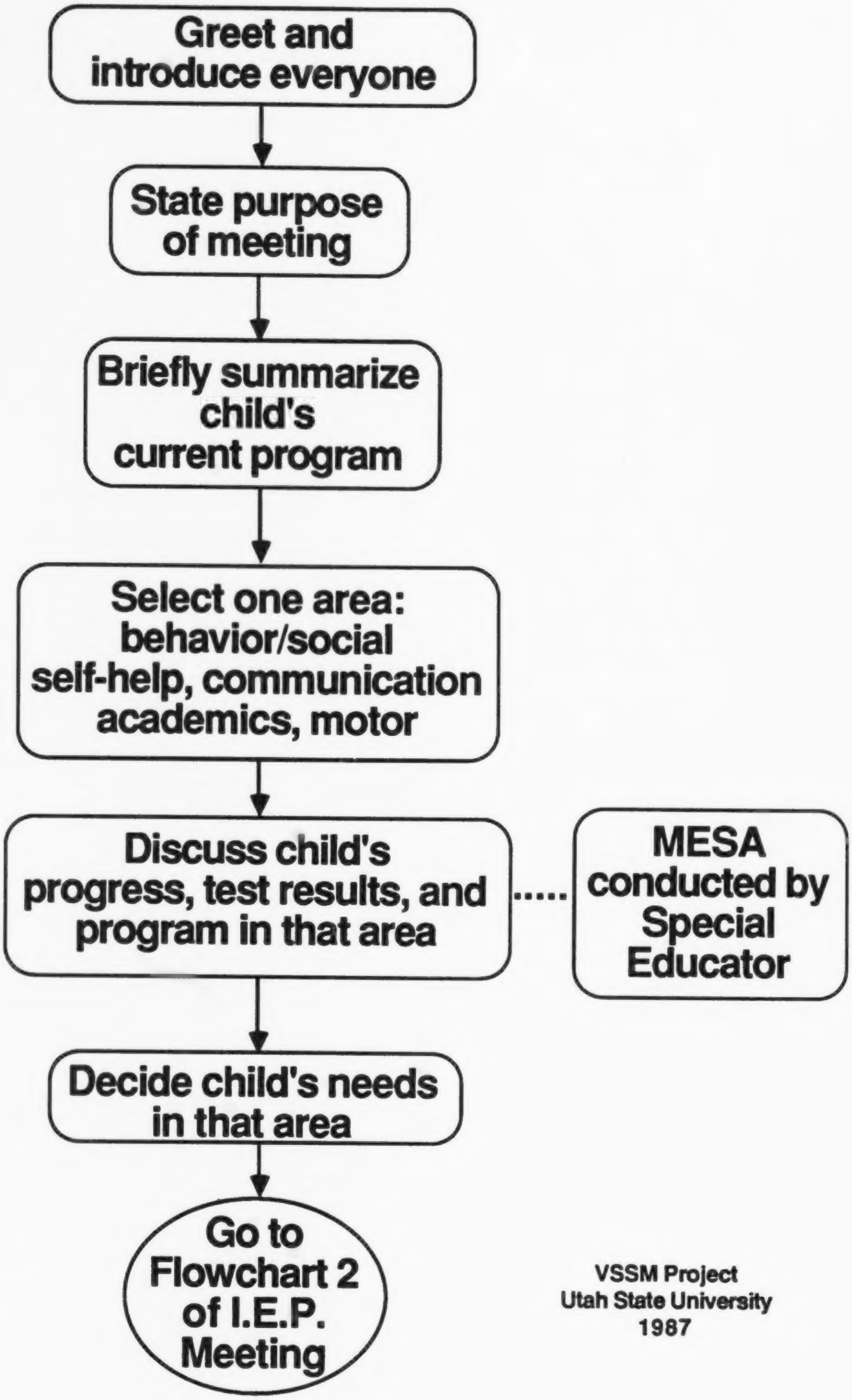
Option 4: High Demand Activities

FMS/VSSM Projects
Utah State University

Figure 10

Flowchart 1

Flowchart for Conduct of IEP Meeting


Greet and introduce everyone
State purpose of meeting
Briefly summarize child's current program
Select one area: behavior/social self-help, communication academics, motor
Discuss child's progress, test results, and program in that area
MESA conducted by Special Educator
Decide child's needs in that area
Go to Flowchart 2 of I.E.P. Meeting

VSSM Project
Utah State University
1987

Figure 11

Flowchart 2

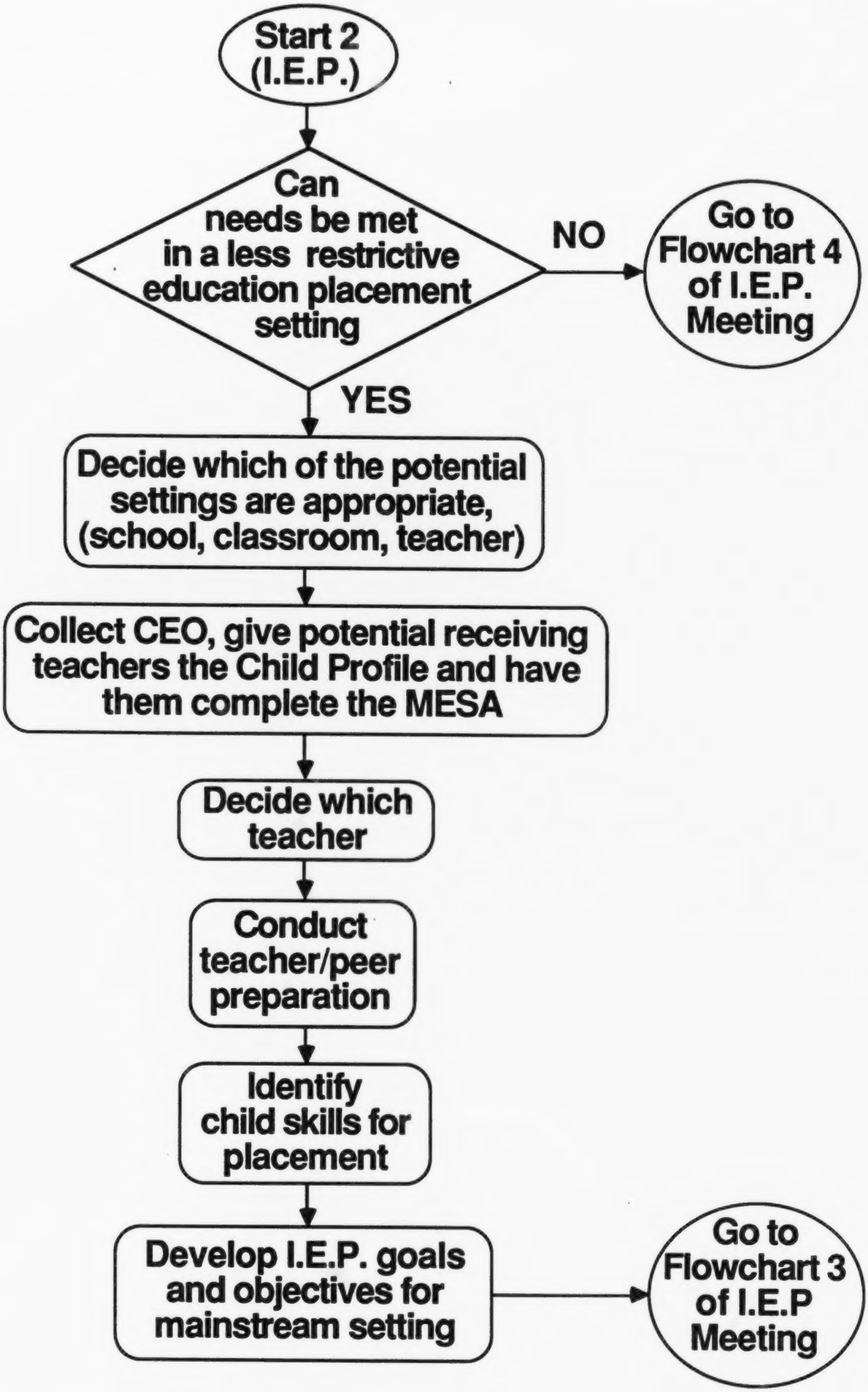

Start 2
(I.E.P.)
Can needs be met in a less restrictive education placement setting
NO
Go to Flowchart 4 of I.E.P. Meeting
YES
Decide which of the potential settings are appropriate, (school, classroom, teacher)
Collect CEO, give potential receiving teachers the Child Profile and have them complete the MESA
Decide which teacher
Conduct teacher/peer preparation
Identify child skills for placement
Develop I.E.P. goals and objectives for mainstream setting
Go to Flowchart 3 of I.E.P Meeting

Figure 12
Flowchart 3

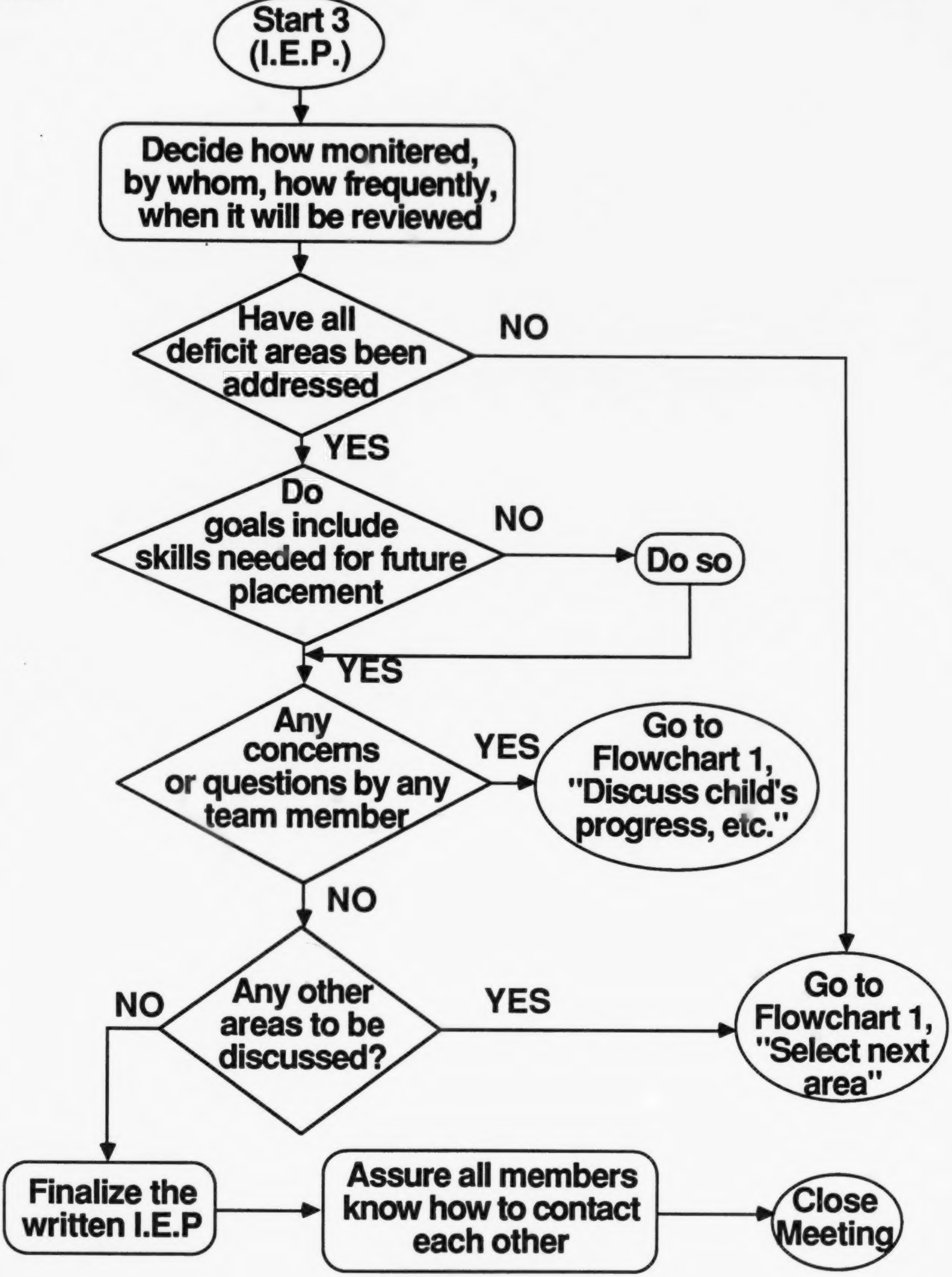
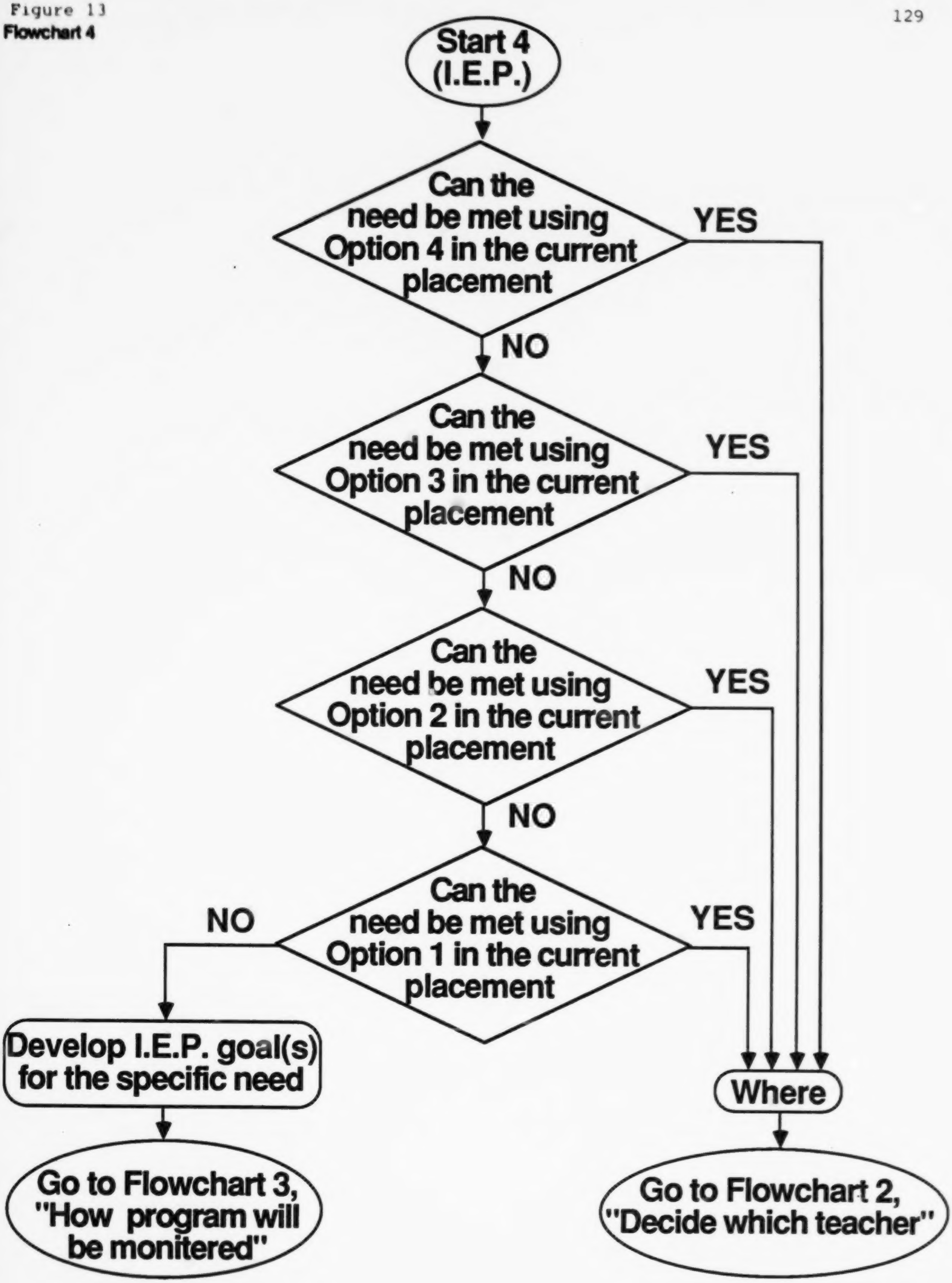

Start 3 (I.E.P.)
Decide how monitered, by whom, how frequently, when it will be reviewed
Have all deficit areas been addressed
NO
YES
Do goals include skills needed for future placement
NO
Do so
YES
Any concerns or questions by any team member
YES
Go to Flowchart 1, "Discuss child's progress, etc."
NO
Any other areas to be discussed?
NO
YES
Go to Flowchart 1, "Select next area"
Finalize the written I.E.P
Assure all members know how to contact each other
Close Meeting

Figure 13

Flowchart 4


Start 4 (I.E.P.)
Can the need be met using Option 4 in the current placement
YES
NO
Can the need be met using Option 3 in the current placement
YES
NO
Can the need be met using Option 2 in the current placement
YES
NO
Can the need be met using Option 1 in the current placement
NO
YES
Develop I.E.P. goal(s) for the specific need
Go to Flowchart 3, "How program will be monitered"
Where
Go to Flowchart 2, "Decide which teacher"

TASK 7 MATERIALS

Options for Mainstreaming

Guidelines for Selecting Options

Eligibility Criteria Checklist

The following criteria should be evaluated when considering whether a child should be placed in a total vs. partial mainstream placement. For any item which a child does not meet the criteria, the child study team must decide whether or not the lack of said criteria is sufficient to preclude a total mainstream placement. Criteria 3 through 6 are those which have been identified as most critical to be demonstrated by a child for total mainstream placement.

Criteria	YES	NO
1. Child is three years of age		
2. Child meets state/agency eligibility criteria;		
a. Assessment		
b. Funding		
3. Parents provide informed consent for mainstreaming		
4. Child follows one step commands (i.e., points, touches)		
5. Child is under verbal stimulus control for disruptive behavior		
6. Child is under verbal stimulas control for aggressive and/or self abusive behaviors		
7. Child attends to task for ten minutes in large group instruction		

Options for Mainstreaming

Option 1: Reverse Mainstreaming

Option 2: Low Demand Activities

Option 3: Intermediate Demand Activities

Option 4: High Demand Activities

FMS/VSSM Projects
Utah State University

Guidesheet for Deciding on Options for Mainstreaming: Sample Points to Consider

Striefel, S., Quintero, M., Allred, J., & Killoran, J.

Option One: Reverse Mainstreaming Within Special Education Class

- Is target child responsive to others (e.g. smiles, eye contact, verbal, etc.?)

- Is target child under behavioral control (no aggression, self-stimulatory behavior, inappropriate touching, etc.?)

- Can buddies / tutors be avaiable on a regular basis?

Option Two: Low Structure Activities (e.g., hall transitions, bus, lunch)

-Does target child exhibit unacceptable behaviors for Level Two setting (e.g., unappetizing eating habits, aggression, running away?)

-Does target child have medical / physical limitations that preclude Level Two mainstreaming (e.g. fragile bone structure?)

- Is target child under adult verbal / gestural control?

VSSM/FMS Project
Utah State University

Option Three: Intermediate Structure Activities (e.g, music show-and-tell)

-Can target child exhibit task-related behavior during the activity (although child may not be as skilled as nonhandicapped peer)?

-Can target child remain nondisruptive for the required time (occasional verbal prompts may be neccessary)?

Option Four: High Structure Activities (e.g., Academics)

-Does target child perform within the range of skills demonstrated by same-age peers, on specific academic areas (e.g., math, spelling, or reading, etc.)?

-Can peer tutor/buddy be assigned to assist child if needed?

-Is target child sufficiently skilled in group attending to be nondisruptive during independent and group work, and at transition times?

VSSM/FMS
Utah State University

The Mainstream IEP

Striefel, S., Quintero, M., Allred, J., & Killoran, J.

Question One:	What option of mainstreaming is appropriate for the student?
Question Two:	If the student is not deemed appropriate for full-time mainstreaming in a regular classroom, what must be done to place the student at the next least restrictive level?
Question Three:	What is the purpose underlying each activity?
Question Four:	What preparation is needed for integration at the option(s) identified?

VSSM Project
Utah State University

Task 8 - Implementation: The purpose of Task 8 is to implement the interventions which have been identified as appropriate for meeting each child's needs. There are five phases in Task 8. These phases are:

1. Planning
2. Functional Grouping of Students
3. Scheduling
4. Developing Peer Interaction Systems
5. Implementation

Phase One: Planning

The first phase in the implementation task is the selection of a core curriculum and development of weekly lesson plans by the child study team based on this curriculum.

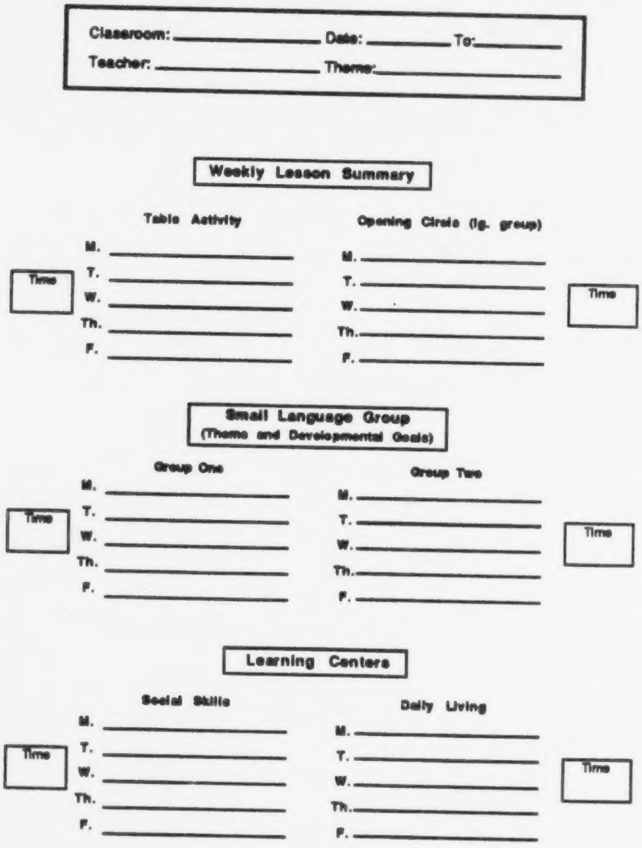
Select or develop a core curriculum. This curriculum should be based on an age-appropriate sequence of developmental goals and be based on weekly themes. Many excellent program ideas are available commercially, and modifications to meet specific needs can be adapted for specific children.

Weekly lesson plans. Weekly lesson plans are based on these theme concepts. Weekly lesson plans are individualized by the child's study team in one of two ways. For children who are nonhandicapped it is individualized according to the curriculum based assessment which has been conducted on that child. For children with handicaps the weekly lesson plans are individualized to provide training and intervention in the IEP goals and objectives which have been established for that particular child.

The FMS Lesson Planning Forms are comprised of three components: the Weekly Lesson Summary, Individualization Summary, and the Small Group Language Motor Activity Sheet (examples and blank forms are included herein.

The **Weekly Lesson Summary** (Figure 14) is used to plan weekly theme activities for: a) opening circle and "table" activities, b) small group language activities, and c) learning centers. Learning centers incorporate instruction in social skills, daily living skills, fine and gross motor skills, and cognitive skills as well as additional language intervention. Learning centers use large and small group individualized instruction.

Figure 14 - The Weekly Lesson Summary



Classroom: ____________ Date: ________ To: ________
Teacher: ____________ Theme: ____________

Weekly Lesson Summary

	Table Activity		Opening Circle (lg. group)	
Time	M. ________		M. ________	Time
	T. ________		T. ________	
	W. ________		W. ________	
	Th. ________		Th. ________	
	F. ________		F. ________	

Small Language Group
(Theme and Developmental Goals)

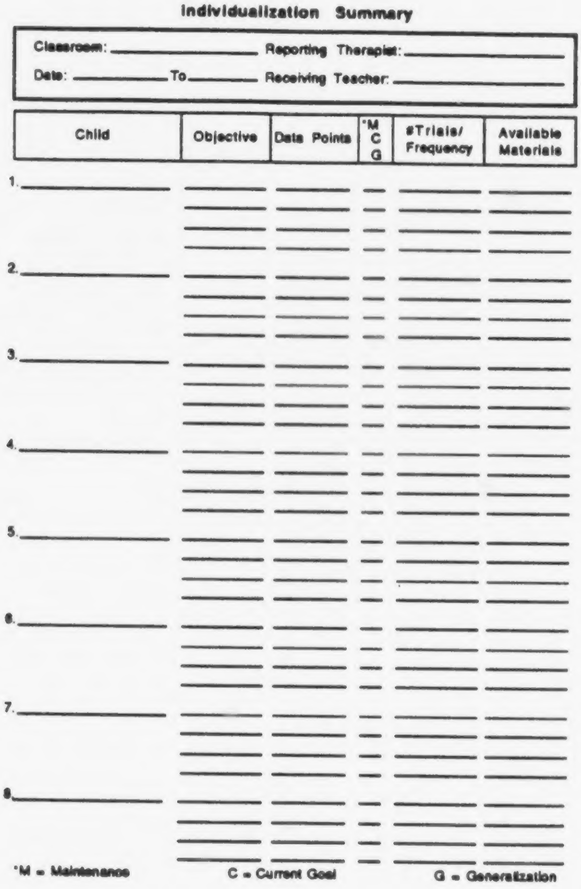
	Group One		Group Two	
Time	M. ________		M. ________	Time
	T. ________		T. ________	
	W. ________		W. ________	
	Th. ________		Th. ________	
	F. ________		F. ________	

Learning Centers

	Social Skills		Daily Living	
Time	M. ________		M. ________	Time
	T. ________		T. ________	
	W. ________		W. ________	
	Th. ________		Th. ________	
	F. ________		F. ________	

The **Individualization Summary** (Figure 15) allows the child study team to prioritize IEP objectives as maintenance, current, or generalization objectives; identify data collection methods and number of trials data will be collected; and identify any curricula modification and materials needed for each child in the class.

Figure 15 - Individualization Summary



Individualization Summary

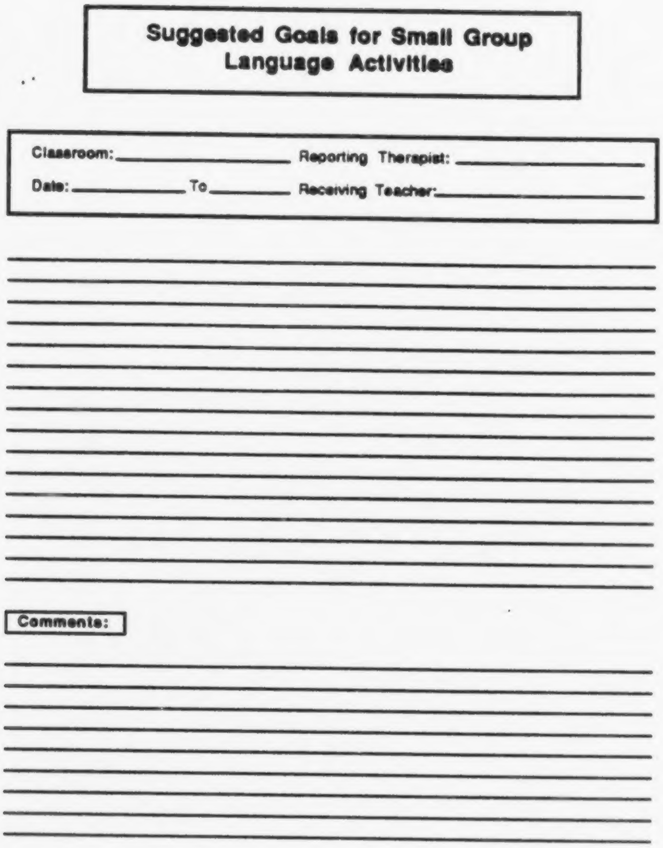
Classroom: ____________ Reporting Therapist: ____________
Date: ________ To ________ Receiving Teacher: ____________

Child	Objective	Data Points	*M C G	#Trials/ Frequency	Available Materials
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

*M = Maintenance C = Current Goal G = Generalization

The **Small Group Language and Motor Activity Sheets** (Figure 16 a & b) may be used by consultants to provide suggestions to classroom staff for incidental training throughout the day.

Figure 16a



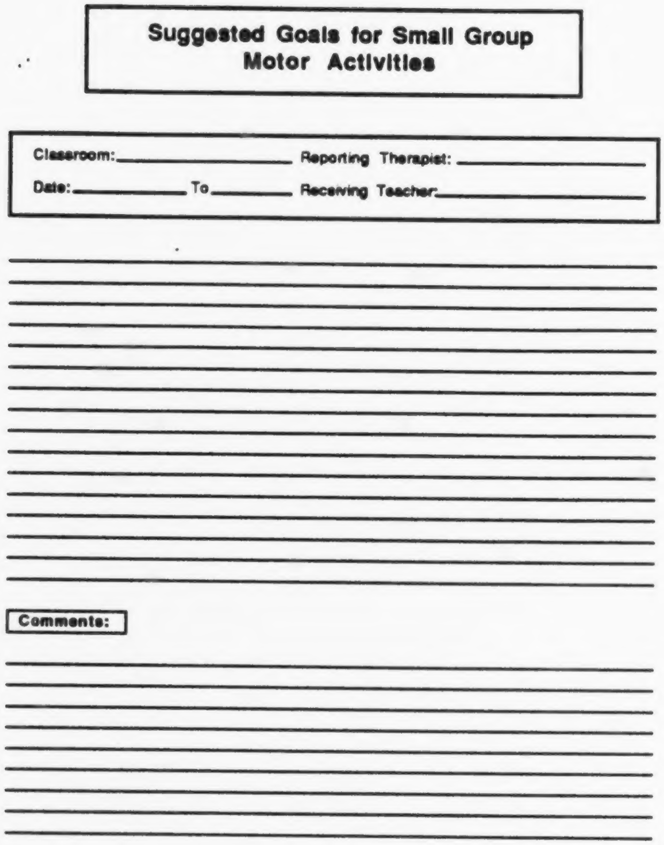
Suggested Goals for Small Group Language Activities

Classroom: Reporting Therapist:

Date: To Receiving Teacher:

Comments:

Figure 16b



Suggested Goals for Small Group Motor Activities

Classroom: ______ Reporting Therapist: ______

Date: ______ To ______ Receiving Teacher: ______

Comments:

The lesson planning forms (included in Task 8 materials with data sheets) are completed by the classroom team weekly, for implementation the following week. The planning process intails approximately one and a half hours per week and should be planned into, rather than added to, staff workloads. By maintaining a master file of lesson plans, planning activities are enhanced.

Phase Two: Functional Grouping of Students for Effective Instruction

The FMS model uses various groupings for training students who have handicaps within the integrated classroom described previously. Learning takes place in both large and small groups. General concepts and classwork organizational and social activities are usually presented in large groups. Small groups are used to facilitate specific skill development and acquisition. If a child does not progress adequately in a particular skill area in group instruction, the child is moved to one-to-one instruction in that one skill area, while remaining mainstreamed in other skill areas where progress is occurring. Basically four instructional groupings are used:

1. Large Group Instruction
2. Small Group Instruction
3. Microsessions
4. Incidental Teaching

Large group instruction. In large group instruction, all children work on similar activities using similar materials and methods within the group. Examples include opening circle when calendar, names, and other general concepts are taught. Children with handicaps may be taught incidentally and through direct instruction. However, instruction for children who have handicaps is individualized as needed within the large group. Data are collected through unobtrusive tests and probes, usually on a weekly basis. Large group instruction is usually used for opening circle, sharing, social time, snack and gross motor development.

Small group instruction. Children with handicaps are taught specific skills identified on their IEP in integrated individualized small groups of 2 to 6, in which nonhandicapped children also share learning experiences appropriate for their skill levels. Occasionally, limited discrete trial training is utilized for children with handicaps within the group. Data are collected on a regular basis, by rotating the children on whom data are collected from day to day. Fewer trials are sampled than during one-to-one instruction, but enough information is still provided to make decisions on child progress. Skills taught in small groups include cognitive, fine motor, receptive and expressive language, pre-academic, social, and self-help skills.

Microsessions or one-to-one instruction. Microsessions are used for children who make insufficient progress on IEP goals and objectives in large or small groups; when a child's skill deficit is so severe that there is no other child with whom he/she may be grouped; or when therapy may be embarrassing or intrusive if delivered in a group setting (e.g. toileting). During one-to-one instruction, programming usually follows a discrete trial training format utilizing specific stimuli, requiring specific child responses, consequating behaviors with reinforcement and correction procedures, and monitoring continuous child progress. Microsessions incorporate the behavioral teaching techniques which have been previously described under Task 2, Modification of Service Delivery Systems. Programs format sheets for developing microsessions and data collection can be found herein.

Incidental teaching. Incidental teaching refers to the teaching of skills to the child during the times of the day when that skill naturally occurs. Since incidental teaching utilizes materials naturally occurring in the environment, and as much as possible relies upon naturally occurring reinforcement, it has been found highly successful to teach various skills to preschool children. Incidental teaching uses the prompting and praising techniques presented earlier.

Developing Effective Groups

The following five guidelines have been used successfully by the classrooms implementing the FMS model to develop effective functional grouping in integrated preschools.

1. Assess All Children
2. Review/Establish IEPs
3. Survey Skills of Non-handicapped Students
4. Plan Integrated Groups
5. Structure Microsessions

Assess all children. Children with handicaps usually have been assessed on developmental or psycho-educational batteries. If a child has not been assessed, it is recommended that a criterion-referenced test, such as the Brigance Diagnostic Inventory of Early Development (Brigance, 1978) be used as a general skills assessment. Children without handicaps should be similarly assessed, particularly in programs in which the nonhandicapped students are widely diverse in ages and skill levels. This assessment information is then used for IEP development and program planning.

Review or establish existing individual education programs for students with handicaps. The individual objectives for each student should be listed and prioritized. It is critical to prioritize objectives to assure that a realistic number of skills can be addressed. The prioritized objectives for each child with handicaps must be coded as (L), able to be addressed in a large group (7-16) with incidental teaching and probe data; (S), not able to be addressed with sufficient intensity in a large group, but able to be addressed in small groups (2-6) and monitored with regular but flexible data collection; or (0), critical deficit area which demands one-to-one, discrete trial-training (microsessions). All objectives, whether coded large groups (L), small groups (S), or one-to-one (0), are individualized for student training. This coding is usually accomplished during IEP decision making.

Survey the skills of non-handicapped students. The skill needs of nonhandicapped students should be clustered by areas to allow effective grouping (i.e., alphabet, numbers, etc.). Individual need areas should also be identified for each child, so that the skill can be addressed within small groups. In the FMS classes, children without handicaps are not removed from groups for one-to-one sessions, since these sessions are reserved for children with severe learning deficits within groups. However, a program could and should do so, if funding permits.

Plan integrated groups. It is important that groups be composed of both children with and without handicaps. Children within a group need not all be at the same skill or need level for a group to be successful (Johnson & Johnson, 1981). A child who is matching alphabet letters can be grouped with children who are learning to identify letters, and on that child's turn he or she can be taught matching instead of letter recognition. Groups are planned by grouping students whose IEP goals and objectives are similar with the students who have been surveyed and grouped in Step 3.

Structure microsessions (one-to-one). Objectives marked "O" must be addressed by individual trainers working with individual children. These sessions, which are usually no longer than 10 minutes in length, should be planned for times when the target child is not scheduled to participate in a large or small group activity in which other priority objectives are being addressed. Aides, volunteers, tutors, and/or parents will need to be trained by the teacher or another specialist (consultant), to conduct these sessions and collect data. Additionally, these sessions must be monitored at least once per week by a qualified professional. The FMS model utilizes a consultant-based system to provide related services to children who have handicaps (Striefel & Cadez, 1983). In this consultant model, the therapist (i.e., speech & language pathologist, physical therapist, occupational therapist) assesses the child who has been referred, develops goals and objectives for that child, provides the teacher with written programs and activities to remediate the deficits, trains a teacher or paraprofessional to implement that activity or program, and monitors the child's progress periodically throughout training. Microsessions are developed on program format sheets (included) and must include: a) specific stimuli, b) specified child response, and c) reinforcement and correction procedures and daily progress monitoring.

Phase Three: Scheduling

The third phase in implementation is the scheduling of interventions by the child study team. This includes who will be the implementor, and whether the intervention will be provided through a consultant model or through a direct service model. The frequency or how often interventions will be provided, as well as the intensity at which that intervention will be conducted are also planned on the Lesson Planning Forms.

Organizing the daily schedule. After identifying the general groups that are needed in order to address children's needs, the day's schedule should be planned to accommodate various learning centers. The FMS model includes at least two periods each day where 2 to 3 learning centers (small groups) are planned. Children rotate from one group to another at 15-minute intervals. Fifteen minutes was selected because that is often the optimum attention span for young children. The groups typically address different skills (e.g., one may be cognitive matching skills, another may be a fine motor art activity, and another may be role-playing social skills). Teachers report that the variety of groups allows them to address many different skill areas every day. Also, the make-up of the groups can be recombined for different activities. Scheduling is accomplished via the Lesson Planning Forms.

Phase Four: Peer Interaction Systems

A major premise for mainstreaming children who are handicapped into the regular school environment is to prepare them as much as possible for independent functioning; presently, as well as in the future (Striefel, Killoran, & Quintero, 1984). Mainstreaming is an ongoing process that should prepare children, with and without handicaps, to interact to the maximum extent possible in normal settings. Mainstreaming should be the preparation phase for later transitioning from the school into the community for independent living and/or competitive employment (Adams, Striefel, Frede, Quintero, & Killoran, 1985). Since successful functioning in school and the community rely heavily on social interaction skills, mainstreaming must promote positive interactions between children. These interactions must be planned and systematic since spontaneous interactions that do occur between children who have handicaps and those that don't are generally infrequent and negative in nature (Gresham, 1981), and may actually foster negative attitudes towards individuals with moderate and severe handicaps (Mott, Striefel, & Quintero, 1986). Unfortunately, most mainstreaming efforts have fallen short in using planned systematic decision making during the mainstreaming process to enforce interaction (Taylor, 1982).

Peer interaction systems are promising methods for enhancing positive interactions since children with handicaps often have difficulty developing social relations with peers (Walker, 1983). With systematic planning and implementation, a peer interaction system may foster positive attitudes and develop friendships, increase academic skills in both students, and reduce the demands upon the teacher to provide one-to-one instruction (Striefel & Killoran, 1984a; 1984b).

The FMS project has relied on the use of two differing peer interaction systems in its model: buddies and tutors. Buddies refer to children who are helpers and assist their peers who are handicapped. In contrast, tutors are used as instructional agents. We have found that buddies rather than tutors, are most often used in the preschool setting.

Peer tutoring. Simply stated, peer tutoring is the provision of instruction by a fellow student. To be effective, peer tutoring systems should: (1) be cost effective, ultimately saving time for the teacher and allowing the teacher to spend more time with individual or smaller groups of children, (2) increase the skills of both the tutor and the learner, and (3) enhance the social interactions of students. The FMS peer tutoring system is included in this section's materials and provides specific instructions for implementing a peer tutor system.

In this program, peer tutors assume the role of teacher or supervisor. The tutor's role is structured with specific skills being taught to the tutor in a directed manner. The system is designed to introduce effective strategies for designing and implementing a systematic peer tutoring system. The procedures are particularly suitable for use in mainstreaming activities and to increase social interaction between students. Whereas, most peer tutoring systems address training students with mild and moderate handicaps in academic skills such as reading or math, this is a generic system which may be used to tutor students with severe and multiple handicaps in a variety of self-help and basic skills.

Peer buddies. A buddy is a child who accompanies and/or guides another child (called a companion in this program), in nonacademic and unstructured activities. A buddy is an equal and a friend, but if a potentially harmful situation arises or if the companion assigned to the buddy engages in inappropriate behavior, a buddy must be able to exert authority or control of the situation, or access a readily available adult. Buddies can be used for any activity at any time if needed, when the product of that activity is not being used to evaluate a student's academic performance. Examples of possible activities to use buddies could include:

Lunch
Assembly
Going to class, bus, etc.
Group art
Music
Recess
Putting on coats and shoes
Library time
Field trips

The decision to use buddies must be dictated by the need to do so. Merely having a child with handicaps integrated does not necessitate buddies. Also, the use of buddies does not eliminate the need for careful preparation for mainstreaming. Basically, buddies are used to increase the number and level of social interactions between handicapped and nonhandicapped children. Specific guildelines for implementing a buddy system appear in the materials that follow.

Phase Five: Implementating Intervention

The final phase under Task 8, Implementation, is the actual initiation of interventions. This refers to the implementation of instructional and social interventions, the recording of daily and weekly progress monitoring data, and decisions to reprogram based on mastery of identified goals and objectives or lack of progress in existing programs.

Task 8 Materials

Lesson Planning Forms

Task 8 Materials

Program Format Sheets

Task 8 Materials

Peer Interaction Systems

Classroom: TMP III
Date: June 23 To: June 27
Teacher: B. Sexton
Theme: TRANSPORTATION

Weekly Lesson Summary

Time 12:30
Time 12:50

	Table Activity		Opening Circle (lg. group)
M.	Learning games	M.	greeting - roll
T.	books & puzzles	T.	class helpers
W.	daily living activities	W.	calendar
Th.	clay & chalkboard	Th.	days of week
F.	fine motor games	F.	weather chart

Small Language Group
(Theme and Developmental Goals)

Time 1:45
Time 1:45

	Group One		Group Two
M.	transportation ID	M.	vacation - where &what?
T.	categorize types	T.	DATA
W.	field trip	W.	field trip
Th.	parts & whole	Th.	DATA
F.	Who drives what?	F.	environmental sounds

Learning Centers

Time 1:00
Time 1:00

	Social Skills		Daily Living
M.	Let's Be Friends	M.	—
T.	" " "	T.	—
W.	—	W.	BZST data
Th.	Game : Touch & Tell	Th.	—
F.	" " "	F.	POURING/SPREADING WITH KNIFE

Fine Motor (Theme) Small Group Data

Time 1:00

M. mosaic train
T. styrofoam boats
W. color & cut car
Th. airplane & parachute
F. space helmets/space paper

Dramatic Play

Time 1:00

M. —
T. —
W. —
Th. —
F. Dress-up space suits & helmets

Language (Small Group Data)

Time 1:00

M. Small Lang. Group II
T. data
W. —
Th. data
F. —

Cognitive (Small Group Data)

Time 1:00

M. DATA- colors,color train
T. WORKSHEET-Big Truck, Little Truck
W. DATA_ airplane count
Th. CHART ONE,TWO,THREE,FOUR WHEELS
F. MISC. DATA/Paint wagons and wheels

Gross Motor (Theme) Large Group PE

Time 2:00

M. gym Stop & Go
T. playground - pools
W. no gym - field trip
Th. gym - parachute
F. playground - tricycle

Closing Circle (Large Group)

Time 2:40

M. Train ride -chairs
T. share & tell
W. field trip
Th. story: "Septimus Bean..."
F. trip into Space

* singing time everyday

Individualization Summary

Classroom: Mainstream P.P.

Reporting Therapist: Sue Olson

Date: June 23 To June 24

Receiving Teacher: Sue Olson

Child	Objective	Data Point	*M C G	# Trials/ Frequency	Available Materials
1. John	Colors (say)	gr. pur. bl.	M	x1	color train
		br. or.		x1	
	Cutting	designs	C	x1	
2. Amy	Colors (say)	rd. bl. gr.	C	x1	color train
		yl. or.			
	Cutting	st. lines	C	x3	
3. Sherry	Number Id.	10-15 (say)	C	x1	airplane count
	Obj. Count	1-15	M	x	
	Cutting	Squares	M	x1	
4. Selin	Number Id.	10-15 (say)	C	x1	airplane count
	Obj. Counting	1-15	C	x1	"
	Rote Counting	1-20	C	x1	"
5. Bret	colors (point)	rd. bl. gr.	C	x1	color train
		pur. or.			
	Cutting	hold, manipulate paper		x2	
6. Marci	Numbers Id.	1-5 (point)	C	x1	airplane count
	Obj. count	1-5	C	x1	"
	Cutting	designs	C	[illegible]	
	[illegible]		M	[illegible]	
7.					
8.					

*M = Maintenance C = Current Goal G = Generalization

Individualization Summary

Classroom: CHIPP (Mainstreaming) Reporting Therapist: Anne Elsweiler

Date: 2/23/87 To 2/27/87 Receiving Teacher: Sue Olsen

	Child	Objective	Data Point	*M C G	# Trials/ Frequency	Available Materials
1.	John	Negatives embedded in a sent	See Data	C	8-10 TTh	Noun-verb action pictures
2.	Amy	Interrogative reversals of copula "is" verb	" "	C	8-10 TTh	Noun-verb action pictures
3.	Sherry	Abstract functions	" "	C	8-10 TTh	Questions attached to data sheet
4.	Seth	Abstract functions	" "	C	8-10 TTh	Questions attached to data sheet
5.	Brett	Qualitative Concepts	" "	C	8-10 TTh	Opposite pictures
6.	Marci	Artic /k,g/ (Microsession)	No language goals			
7.	Marge	No language goals				
8.						

*M = Maintenance C = Current Goal G = Generalization

Suggested Goals for Small Group Language Activities

Classroom: CHIPP (Mainstreaming) Reporting Therapist: Anne Elsweiler
Date: 2/23/87 To 2/27/87 Receiving Teacher:

Theme: Transportation

① Parts To Whole: Let's have the children identify parts of the vehicles, i.e., steering wheel, tire, lights, seats, door of car, etc. Use Peabody pictures from transportation section. Then using puzzles supplied, let children lift 1 piece of puzzle off – on puzzle board will be vehicle + under puzzle piece will be a part of that vehicle. Have them identify part of whole using complete sentence. Have them identify where the part goes on the vehicle + its function.

② Association: Again, use Peabody Transportation and Community Helper pictures. Talk about who drives/uses what vehicle, i.e. Sailor/ship; milkman/milk truck; soldier/jeep; pilot + flight attendant/airplane; Children/skates, bikes, sleds, school bus; baby/stroller; engineer, conductor/train; farmer/tractor; mailman/mail truck; policeman/police car; ambulance driver/ambulance, etc. Then let children do 2 attached worksheets, drawing a line from person to what type transportation they use.

Comments:

③ Categorization: Use gameboard. Let children roll dice or spin number spinner + move to space. They need to identify the 3 types of transportation and how they travel (land, rail, water, air). Then they must identify which vehicle does not belong + why, i.e. car, skateboard, + helicopter. The car + skateboard move on land (the ground) – the helicopter doesn't belong because it moves in the air.

Transportation Functions:

④ Use Touch 'n Tell Transportation section. Identify sounds + functions of vehicles, i.e. firetruck puts out fires, has ladders, etc.

⑤ Field Trip to Airport.

Classroom: ____________ Date: ________ To: ________

Teacher: ____________ Theme: ____________

Weekly Lesson Summary

Time	Table Activity	Opening Circle (lg. group)	Time
	M.	M.	
	T.	T.	
	W.	W.	
	Th.	Th.	
	F.	F.	

Small Language Group
(Theme and Developmental Goals)

Time	Group One	Group Two	Time
	M.	M.	
	T.	T.	
	W.	W.	
	Th.	Th.	
	F.	F.	

Learning Centers

Time	Social Skills	Daily Living	Time
	M.	M.	
	T.	T.	
	W.	W.	
	Th.	Th.	
	F.	F.	

Fine Motor (Theme)
Small Group Data

Time

M. ______________________
T. ______________________
W. ______________________
Th. ______________________
F. ______________________

Dramatic Play

Time

M. ______________________
T. ______________________
W. ______________________
Th. ______________________
F. ______________________

Language
(Small Group Data)

Time

M. ______________________
T. ______________________
W. ______________________
Th. ______________________
F. ______________________

Cognitive
(Small Group Data)

Time

M. ______________________
T. ______________________
W. ______________________
Th. ______________________
F. ______________________

Gross Motor(Theme)
Large Group PE

Time

M. ______________________
T. ______________________
W. ______________________
Th. ______________________
F. ______________________

Closing Circle
(Large Group)

Time

M. ______________________
T. ______________________
W. ______________________
Th. ______________________
F. ______________________

Individualization Summary

Classroom: ____________________ Reporting Therapist: ____________________

Date: ____________ To ____________ Receiving Teacher: ____________________

Child	Objective	Data Points	*M C G	#Trials/ Frequency	Available Materials
1. ________	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
2. ________	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
3. ________	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
4. ________	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
5. ________	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
6. ________	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
7. ________	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
8. ________	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________
	________	________	__	________	________

*M = Maintenance   C = Current Goal   G = Generalization

Child	Objective	Data Points	*M C G	#Trials/ Frequency	Available Materials
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

*M = Maintenance C = Current Goal G = Generalization

Activities, Materials, and Comments

Suggested Goals for Small Group Language Activities

Classroom: __________________ Reporting Therapist: __________________

Date: __________ To __________ Receiving Teacher: __________________

Comments:

Suggested Goals for Small Group Motor Activities

Classroom: ____________________ Reporting Therapist: ____________________

Date: ______________ To __________ Receiving Teacher: ____________________

Comments:

Sequenced Language Data

Draft 1
8/25/86
Rowland
Chipp/VSSM

Student ____________________ **Data Collector** ____________________

Activity	Date	Present Level of Prompt				Present Level of Prompt				Present Level of Prompt			
		Goal:				Goal:				Goal:			
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S

NC = Noncompliant, A/ = Assistance/(plus level 25% - 100%), M = Modeled, S = Spontaneous

Incidental Data

Skill Area: ______________________

Student's Name			Present Level of Prompt	Student's Name			Present Level of Prompt	Student's Name			Present Level of Prompt
Objective/ Program				Objective/ Program				Objective/ Program			
Date	Activity	Facilitator	Level of Prompt (Circle) +++	Date	Activity	Facilitator	Level of Prompt (Circle) +++	Date	Activity	Facilitator	Level of Prompt (Circle) +++
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI

+++
S = Spontaneous P = Prompted M = Model PM = Partial Model CI = Chained Imitation

Allred

Developed by Chipp/FMS/VSSM Staff at the Developmental Center for Handicapped Persons, Utah State University, Logan, Utah 84322-6840

Motor and Self Help Data

Skill Area: ______________________

Student's Name				Student's Name				Student's Name			
Objective/ Program				Objective/ Program				Objective/ Program			
Date	Activity	Facilitator	Level of Prompt (Circle) ***	Date	Activity	Facilitator	Level of Prompt (Circle) ***	Date	Activity	Facilitator	Level of Prompt (Circle) ***
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC

***

I = Independent PA = Partial Assist AC = Partial Assist With Compliance ANC = Partial Assist With No Compliance

Learner
Date St.
Date Mast.
Supervisor
Implementor

Program Name
Term. Obj.

Reinforcement

Correction

STEP	MATERIAL	WHAT YOU DO WITH THE MATERIAL	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	TRIALS	CRIT.

FS 11 (c) McCormack 1975 (c) Revisions: USU ECC Education Staff 1978

LEARNER ______________________

PROGRAM ______________________

PAGE ______ OF ______

STEP	MATERIAL	WHAT YOU DO WITH MATERIAL	WHAT YOU DO AND SAY	WHAT LEARNER DOES	TRIALS	CRIT.

SETTING	TEACHER "SAYS"/DOES	CHILD "SAYS"/DOES
MATERIALS		

Student: ____________________

Program: ____________________

Teacher: ____________________

Key: I = Independent
V = Verbal Prompt
P = Physical Prompt
_ =
_ =

Other: ____________________

	One Step	Two Step	Three Step
1			
2			
3			
4			
5			

STEPS/ TRIALS	BASELINE	TREATMENTS	% age =
			100
			80
			60
			40
			20
			0
Step			
Date			

MULTI PURPOSE PROGRAM/DATA SHEET

Social Integration Project

© John Killoran, 1982

SETTING/MATERIALS	TEACHER "SAYS"/DOES	CHILD "SAYS"/DOES

Student:

Program:

Teacher:

Key: I = Independent
V = Verbal Prompt
P = Physical Prompt

Other:

INCIDENTAL TEACHING
PROGRAM/DATA SHEET

Social Integration Project

© John Killoran, 1982

BEHAVIORS/STEPS	BASELINE	TREATMENT	% Age
			-100
			- 90
			- 80
			- 70
			- 60
			- 50
			- 40
			- 30
			- 20
			- 10
Step			
Date			

% =

R11-79

Frequency Data Sheet

© Sebastian Striefel

Exceptional Child Center
UMC 68 Utah State University Logan, Utah 84322

Student: ____________

Data Collector: ____________

Program: ____________

Key:

+ : CORRECT
0 : INCORRECT

GRAPH LEGEND: ____________

OTHER: ____________

Trials	Conditions	Percentage
20		100%
19		90%
18		
17		80%
16		
15		70%
14		
13		60%
12		
11		50%
10		
9		40%
8		
7		30%
6		
5		20%
4		
3		10%
2		
1		
Objective		Objective
Date Year____		Dat
Percentage		Percentage
Comment		Commen

Graph: Percentage of trials

Formula:
% correct = no. correct ÷ total no. of trials x 100

200

Multi-Behavior/ Step/Students Data Sheet

© Sebastian Striefel

Exceptional Child Center
UMC 68 Utah State University Logan, Utah 84322

Student: ____________

Data Collector: ____________

Program: ____________

Key:

+ : CORRECT
0 : INCORRECT
____ : ____________
____ : ____________

GRAPH LEGEND: ____________

OTHER: ____________

Behaviors/Steps
Students ____________

Conditions

100
90
80
70
60
50
40
30
20
10

Objective
Date
Year________
Percentage
Comment

Obje
Percen
Com

Formula: % correct = no. correct ÷ total no. of trials x 100

Guidelines for a Successful VSSM/FMS Buddy System

Developed by

Maria C. Quintero, Brady J. Phelps,

Sebastian Striefel, and John Killoran

Developmental Center for Handicapped Persons

Utah State University

Logan, UT 84322-6800

For

Functional Mainstreaming for Success (FMS) Project

and

Validated Systems for School-Age Mainstreaming (VSSM) Project

This product is for limited dissemination. Please do not reproduce without consent of the authors.

This publication was supported by Grant No. G008401717, from the Handicapped Children's Early Education Program of the U.S. Department of Education, and Grant No. G008430088 of the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by them should be inferred.

GUIDELINES FOR A SUCCESSFUL BUDDY SYSTEM

Introduction

A buddy is a child who accompanies and/or guides another child (called a *companion* in this program), in nonacademic and unstructured activities. A buddy is an equal and a friend, but if a potentially harmful situation arises or if the companion assigned to the buddy engages in inappropriate behavior, a buddy must be able to exert authority or control of the situation, or access a readily available adult. Buddies can be used for any activity at any time *if needed*, when the product of that activity is not being used to evaluate a student's academic performance. Examples of possible activities to use buddies could include:

Lunch
Assembly
Going to class, bus, etc.
Group art
Music
Recess
Putting on coats and shoes
Library time
Field trips

Why Use Buddies?

The decision to use buddies must be dictated by the need to do so. Merely having a handicapped child mainstreamed into a regular classroom does not necessitate buddies. Also, the use of buddies does not eliminate the need for careful preparation for mainstreaming. Basically, *buddies are used to increase the number and level of social interactions between handicapped and non-handicapped children*.

Establishing A Buddy System

Step One: Identify a Companion

The first step in establishing a buddy program is to identify children with handicaps who could benefit from having an assigned buddy, and to write the specific purpose why each child is being paired with a buddy. The purpose should state the skill(s) that the companion is to learn or practice (e.g., Mary will initiate at least 2 positive interactions daily with the buddy). The purpose should not address only placement (e.g., Mary will be given opportunities to interact with normal peers) or address vague, unmeasurable behavior (e.g., Mary will improve social interaction skills).

Theoretically, all children with handicaps could benefit from a buddy system. However, some children may exhibit behaviors which must first be controlled before a buddy can be used. These behaviors include:

Aggression (physical or verbal)
Noncompliance
Running away
Tantrums
Inappropriate touching (of self or others)

Step Two: Identify a Pool of Buddies

The second step in establishing a buddy system is the identification of a pool of potential buddies. This pool may be another class, a youth group, or any group interested in working with children with handicaps.

Children in any prospective pool of buddies will react to the activity in response to the demonstrated beahaviors of adult leaders in the group (e.g., teacher or group leader). Consequently, the adult leader must first demonstrate support of the buddy system activity and exhibit a positive attitude toward students with handicaps.

Step Three: Prepare Potential Buddies

The third step in establishing a buddy system is the preparation of the pool of buddies. This preparation is best done through handicap awareness activities such as puppetry, role-playing and discussions.

Introducing the buddy concept to a class should begin with an explanation of why the children are going to be assigned such an important task.

A puppet show can be used to educate the class about handicapped children in a fun and non-threatening manner that they can understand. This same puppet show can explain and introduce the general use of buddies to the class by: (a) explaining that a buddy accompanies a handicapped child during recess, lunch, in the hall, or whenever the teacher might need some extra hands to help the child if he/she needs the help, (b) being a buddy means being a good, helpful friend to the child with handicaps and the teacher really likes and appreciates buddies who are good friends and helpers; and (c) stickers, specific praise, or special privileges are earned by being good buddies. Puppet show scripts are available through the FMS project.

Step Four: Assign Specific Buddies

After preparing the group, individual buddies should be identified. The following points should be kept in mind when buddies are selected.

1. Solicit Volunteers. While any child could potentially be a buddy, those who want to be a buddy are likely to try harder to do a good job. Volunteers should be solicited. No child should be coerced into being a buddy.

2. Observe for Children Who Are Positive Toward Peers with Handicaps. Children who demonstrate an interest in children with handicaps by asking questions about them, or attempting to interact with them, are likely to be good buddy candidates.

3. Select Outgoing, Verbal Buddies. A child who is verbal and outgoing is a good candidate for increasing the success of initial buddy pairings. Shy, quiet children have been successfully used as buddies to children with handicaps resulting in significant positive changes in the shy child. However the initial selection of a child who is not viewed by peers as a "leader" can create a stigma for buddy programs, by presenting the program as an activity for children with difficulties.

4. Use Children Who Have Relatives or Friends With Handicaps. Relatives of a child with handicaps make excellent candidates for being buddies due to their experience with unconditional acceptance and recognition of the abilities of a child with handicaps. However, it is important to watch for the "burnout" from existing responsibility in the home or school. If this is noted, the child being considered as a buddy should not be expected to bear the added responsibility of being assigned to a child with handicaps.

5. Check for Dependability and Good Attendance. Any potential buddy must be reliable in completing assigned tasks and must have regular attendance.
6. Select Buddies Who Exhibit the Behavior That the Child With Handicaps is to Learn. A potential buddy must also possess at least age-level play skills, and display age-appropriate levels of social interaction with peers.
7. Observe the Buddy's Ability to Command Attention and to Guide Peers. Some potential buddies might be more natural and patient in demonstrating some tasks or in commanding attention as a result of previous experiences with sibling caretaking duties or other natural background. Although the presence or absence of this skill may not be a limiting factor in the selection of buddies, a child who demonstrates leadership skills would be easier to use as a buddy.
8. Check for Sex Preferences. If a child has a preference for a buddy or companion of the same sex, these preferences should be noted. Although research literature varies on the impact of buddies of same and opposite sex, it may prevent discomfort if a child's preference is met. If no preference exists, a buddy for the situation should be assigned based upon the goal of the buddy activity (e.g., assisting to and from the bathroom versus helping during art activities).

Step Five: Train Specific Buddies

Individual buddies must be trained in specific skills (drawing and maintaining a child's attention, using special communication techniques, etc.). Additionally, the buddy must know information specific to the companion. This training may sound extensive, but in reality it can be effectively introduced in 10 minutes, then shaped during actual buddy/companion interactions.

Certain specific information is needed by all buddy candidates. Buddies need to know the following about their companion with handicaps:

1. The name of their companion.
2. The handicapping condition and a brief background of why the child is handicapped. (For example, "Don has Down Syndrome, which is a condition he was born with.")
3. Awareness that the handicap is not contagious.
4. How to communicate with the companion (e.g., manual signs).
5. The companion's likes and dislikes.
6. Any unusual behavior the companion exhibits, and how to handle it.
7. Specific ways of interacting with the companion. (Role playing can be a big help.) For example: a) how to initiate and maintain interactions with children who are often unresponsive, or limited in their social interaction skills. Eye contact, voice inflection techniques, and physical prompting may need to be practiced, depending upon the buddy's skills and age; b) how to give praise and reinforcement for appropriate behavior and noncritical feedback and correction for inappropriate behaviors. Initially, adults will need to intervene and prompt these behaviors with statements such as, "John (buddy), let Mike know what a neat tower he's building with those blocks"; and c) what to do if a situation arises in which a buddy is not sure of what to do. Under these

circumstances, the buddy should always ask for help from the teacher or another available adult. Clearly, buddies should always operate in a supervised environment.

8. When a companion refuses the buddy's advances or behaves inappropriately (tantrum, etc.), it (a) does not necessarily mean that the companion dislikes the buddy; rather, it is likely that the companion does not know how to play (paint, run, etc.) correctly. A buddy must know what to do when rejected (e.g., persist, seek an adult, etc.).

Keeping this in mind, it is important to acknowledge that some children with handicaps lack skills to reinforce a buddy for his/her efforts; therefore, external, specific and potent reinforcers might be needed, such as stickers, specific praise, or privileges. These items can help to make being a buddy a desirable activity for the buddy and other class members who may be future buddies.

Step Six: Implement and Evaluate the Buddy System

Direct observation, prompts and praises to the buddy and the companion, and child feedback are used to make decisions about child progress and satisfaction.

Eventually, a buddy program can be faded out; however, such a decision must be based upon information gathered through observation and direct child feedback.

The best way to evaluate the effectiveness of a buddy system is to see if it is meeting the purposes it was designed to meet. The purpose(s) outlined for each handicapped child should be reviewed periodically to document changes in behavior. These changes may include an increase in the number of positive interactions and a decrease in the number of negative interactions Also, one may examine if the handicapped child has developed more contacts with peers outside of school. This can be measured through parent and child feedback. A direct social interaction observation system has been developed by the FMS project. Other excellent systems are available which can guide in collecting information about child interaction. Additionally, the reactions of buddies can be recorded daily by asking if they had an "easy, so-so, or hard day" at the end of the session, and recording this information as well as the supervising adult's rating of the day's interaction. A method and evaluations is available through the VSSM project.

When a child with handicaps is initially assigned a buddy, the entire class may be somewhat overzealous and provide too much attention to the handicapped child. The system may appear to be confusing and unsuccessful, when, in fact, the children are attempting to be good buddies by bombarding the target child with help and attention. The child with handicaps may try to relieve this attention through aggression or running away from peers. At this point, the teacher may need to instruct all of the children to treat the companion a little more like they treat any other friend and not help the child unless it is needed. Additionally, rotating buddies once a week or even daily, may lessen buddy "burnout" and also lessen the disruption of natural friendships and foster more friendships between the various buddies and the assigned child. The eventual goal of the program is to fade out the use of assigned buddies as the handicapped child is assimilated more and more into just being another member of the class.

How and When Should Buddy Systems Be Faded Out?

This process will be gradual. At some point, the use of daily assigned buddies may not be needed. One way to test the existing need for buddies is for the teacher to announce that buddies are not specifically being assigned for the day. The adults should observe the result of the withdrawal of specifically assigned buddies. If social interactions and play behaviors continue smoothly, the point has been reached where specific buddies can be faded out. If behavior problems result, buddies are still needed and can not be faded out yet.

Assuming the positive outcomes emerge, buddies can be assigned every other day, or be discontinued altogether. Careful behavioral observations will need to be conducted to ensure that desirable behavior levels are maintained as the buddies are gradually eliminated. A specific timetable to use in fading out buddies would be difficult to determine in advance. Each situation is unique and the fading will have to proceed as the situation allows.

THE MAINSTREAMING TEACHER'S GUIDE FOR PEER TUTORING

John Killoran
Joel Allred
Sebastian Striefel
Maria Quintero

Developmental Center for Handicapped Persons
Utah State University
Logan, UT 84322-6800

**This product was developed by the
Functional Mainstreaming for Success (FMS) Project**

This publication was supported by Grant No. G008401757, from the Handicapped Children's Early Education Program of the U.S. Department of Education: However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by them should be inferred.

Copyright © 1987

This product is for limited dissemination. Please do not reproduce without concent of the authors. For more information, contact:

Sebastian Striefel, Ph.D.
John Killoran, M.Ed.

Utah State University
Developmental Center for Handicapped Persons
UMC 6800
Logan, Utah 84322-6800
(801) 750-2030

PEER TUTORING

This system is designed to introduce effective strategies for designing and implementing a systematic peer tutoring system. The procedures described are particularly suitable for use in mainstreaming activities and to increase social interaction between students. Whereas, most peer tutoring systems address training students with mild and moderate handicaps in academic skills such as reading or math, this is a generic system which may be used to tutor students with severe and multiple handicaps in a variety of self-help and basic skills.

Rationale

A major premise for mainstreaming children who are handicapped into the regular school environment is to prepare them as much as possible for independent functioning; presently, as well as in the future (Striefel, Killoran, & Quintero, 1984). Mainstreaming is an ongoing process that should prepare children, with and without handicaps, to interact to the maximum extent possible in normal settings. Mainstreaming should be the preparation phase for later transitioning from the school into the community for independent living and/or competitive employment (Adams, Striefel, Frede, Quintero, & Killoran, 1985). Since successful functioning in school and the community rely heavily on social interaction skills, mainstreaming must promote positive interactions between children. These interactions must be planned and systematic since spontaneous interactions that do occur between children who have handicaps and those that don't are generally infrequent and negative in nature (Gresham, 1981), and may actually foster negative attitudes towards individuals with moderate and severe handicaps (Mott, Striefel, & Quintero, 1986). Unfortunately, most mainstreaming efforts have fallen short in using planned systematic decision making during the mainstreaming process to enforce interaction (Taylor, 1982).

Peer tutoring systems are promising methods for enhancing positive interactions since children with handicaps often have difficulty developing social relations with peers (Walker, 1983). With systematic planning and implementation, a peer tutoring system may foster positive attitudes and develop friendships, increase academic skills in both students, and reduce the demands upon the teacher to provide one-to-one instruction (Striefel & Killoran, 1984a; 1984b).

Peer Tutoring Defined

Simply stated, peer tutoring is the provision of instruction by a fellow student. To be effective, peer tutoring systems should be: (1) cost effective; ultimately saving time for the teacher and allowing the teacher to spend more time with individual or smaller groups of children; (2) should increase the skills of both the tutor and the learner and (3) should enhance the social interactions of students.

In this program, peer tutors assume the role of teacher or supervisor. The tutor's role is structured with specific skills being taught to the tutor in a directed manner. Tutors are usually non-handicapped students although recent investigations using students with handicaps as tutors indicate that they can also be effective (Scruggs, Mastropieri, & Richter, 1984).

Tutors can volunteer, or they can be selected by the teacher. They can be of the same sex and age as the tutee, or can vary in sex or age from the student to be tutored (Scruggs, et al, 1984; Krouse, Gerber & Kauffman, 1981).

Target Audience

This tutoring system is intended for use by a variety of professionals including regular and special educators who are involved in the process of mainstreaming children who have handicaps into less restrictive settings. It is designed to be used to train tutors to teach and interact with children having mild to severe handicaps.

Location

The location where the tutoring will take place does not seem to be a critical factor in the success of the program. However, some issues should be kept in mind when determining the location. Peer tutors need supervision, especially when tutoring sessions first begin. If the regular classroom or special education teachers cannot provide the supervision needed, then either a paid aide or trained volunteer should be present for the first few sessions. One potential setting is in the special education classroom. An advantage of bringing tutors to the special education classroom is that it relieves the regular classroom teacher of students, and since the classroom is relieved, an exchange can take place to allow another child who is handicapped to be mainstreamed during this time. One disadvantage of conducting peer tutoring in a self-contained setting is that the child who is handicapped does not have the opportunity to interact with non-handicapped peers other than the tutor, nor to observe and perhaps learn from the behaviors of children in a regular classroom. In addition, the children in the regular classroom do not have the opportunity to learn to interact with the child who has handicaps. Ideally, peer tutoring should be conducted within the regular class since the regular class represents most children's least restrictive environment. However, a systematic process of transfering training from the self-contained setting to the regular classroom will be needed for more severely involved students.

Peer-Tutoring Training Checklist

The key element in the training paradigm is the Peer Tutor Training Checklist. This checklist outlines basic steps to transfer the implementation of a program from the trainer (teacher) to the tutor and allows for long-term supervision and monitoring of the tutoring. As a task is completed, or the tutor masters the behaviors under each step of the checklist, the trainer enters the date and progresses to the next training step. The checklist is presented in Figures 1 & 2.

Insert Figures 1 & 2 Here

Rate of Transfer. The rate at which the tutor will demonstrate the behaviors operationalized under each step of the checklist will be dependent upon several factors including the severity of the handicap of the learner, the skill being trained, and the skills of the tutor. As such, the number of sessions to be conducted for each step cannot be predetermined. The tutor should be trained on each step until he/she demonstrates each of its' operationalized behaviors. At that time, the tutor progresses to the next step in the training pardigm. It is important to be patient during the initial training of a tutor since success will enhance the skills and enthusiasm of the tutors. In contrast, rushing through the initial program transfer may result in failure and frustration for all involved. Approximately, three, thirty minute training sessions have been found sufficient for tutors seven years of age or older. Four to five sessions are recommended for children under six.

Handshaping. A handshaping procedure is used to train the tutor. This handshaping procedure, as well as the checklist, is an adaptation of the Microsession Training and Transfer Procedure (Stowitschek & Killoran, 1983) which contains teaching techniques demonstrated as effective in mainstream classes (Rule, Killoran, Stowitschek, Innocenti, Striefel & Boswell, 1985; Larivee, 1982).

Handshaping consists of: (a) demonstrating the program to the tutor, (b) graduated transfer of the program to the tutor using demonstration, shaping, and feedback, and (c) systematically faded supervision by the trainer. These procedures are sequentially applied within each of the four checklist steps the tutor is trained in. The training should be done with the child who is to be tutored rather than in a role play setting. In handshaping, the trainer:

1. Demonstrates the program to the tutor, emphasizing the steps being trained during that specific session.
2. Asks the tutor to explain the step being trained and answers all questions.
3. Again demonstrates the program and then has the tutor implement the step with the tutee.
4. If the tutor makes an error, the trainer physically guides the tutor to correct the error, concentrating on the step being trained and refining previous steps as needed, while providing descriptive feedback and praise.
5. Initials the peer tutoring checklist beside each of the operational behaviors mastered by the tutor during the training session. The date of mastery for each step should also be written.

The following section discusses the steps of the Peer Tutoring Checklist.

Step One: Choosing the Child to Be Tutored (Learner)

Theoretically, all children with handicaps can benefit from a peer tutoring system. However, some children may exhibit behaviors which must be first controlled before peer tutoring can be used. These behaviors include: aggression (physical or verbal), noncompliance, running away, tantrums, and inappropriate touching (self or others). If a child demonstrates these behaviors, it will prove beneficial to obtain verbal behavior control (responding to verbal cues and commands) over them before implementing the tutoring system. Behaviors which will enhance the success of a tutor program include:

1. Attending skills
    a. establishing and maintaining eye contact with trainer.
    b. establishing and maintaining eye contact with presented objects.
    c. sitting upon verbal/signed commands
    d. maintaining sitting position
2. Ability to follow simple verbal commands, i.e.:
    a. point to,
    b. touch the,
    c. pick up the object.
3. Ability to imitate simple motor tasks, i.e.: "Do this" (imitate modeled motor movements).

Step Two: Program Selection. The first task in program selection is to determine the tasks or activities for which the child with handicaps will have a tutor. Children whose IEPs contain objectives for attaining both social and academic or self-help skills are good candidates for tutoring because tutoring is a method that can foster the learning of social skills while increasing skills in other areas.

Criteria for Program Selection. The following components enhance a program or activity selected for tutoring:

a. Behavioral objectives for the skill to be trained should be stated and the behavior task analyzed into steps appropriate for the target student.

b. The program should outline systematic direct teaching procedures including the presentation of a stimulus, child responses, and appropriate consequenses; i.e., praise and reinforcement and correction procedures.

c. The program should include methods for measuring the child's acquisition, or mastery of the skill on a daily or weekly basis.

d. The skill must be simple enough to be taught by a peer and task analyzed into small sequential steps.

e. The program must be one in which the safety of the students may not be jeopardized (for example, having a peer run a motor program such as walking a balance beam or a leisure program such as bike riding or swimming compromises safety).

If when selecting a program one of the criteria are found lacking, the program should be modified before training the tutor. As a general rule, children with increasing severities of handicaps will require programs with more systematic direct teaching strategies. For example, an extremely individualized task analyzed program with daily data collection may be needed for a child with severe handicaps. In contrast, a published curriculum with weekly probes may be used to teach the same skill to a child who is moderately handicapped.

Step Three: Selecting the Tutors

The selection of a tutor should be made by the regular and special educator in accordance with the needs of the children, both those with and those without handicaps needs of the teacher, and the demands of the activity. Generally, a tutor of the same age is most appropriate. However, cross age tutoring has been demonstrated to increase social contacts with elementary aged students (Asper, 1972). Sex of the tutor does not seem to affect the success of a program (Krause et al, 1981). In a structured and supervised tutoring program, children learn regardless of whether or not the learner has handicaps (Scruggs, et al, 1981). When choosing the tutor, it is important to consider how the tutor will benefit from the activity.

The following guidelines are important considerations for selecting peer tutors:

1. The tutor should have a good attendance record.
2. The tutor should display positive, unprompted social initiations toward other children during free play.
3. The tutor must respond positively to social invitations from other children.
4. The tutor must reliably follow adult directions (Strain, Hoyson & Jamieson, 1985).
5. It has also been found during field testing of the checklist that the tutor should be able to physically prompt the learner through a task if required.

Communication with the parents of the tutors is also a factor when selecting tutors. The regular classroom teacher should contact the parents of the potential tutor and explain the purpose of tutoring and the benefits the child is expected to gain. Parents should be encouraged to visit the special education classroom to observe a tutoring session with another child or a training session with the teacher. Having the parents support at home can help the tutors maintain positive attitudes about their experiences. It is imperative that the regular classroom teacher assure that the participation as a tutor does not disadvantage a child by significantly decreasing his/her own instructional time and parental informed consent should be obtained.

Orientation - Once peer tutors are selected and informed consent is received, an orientation meeting is held. The orientation meeting should be held informally and incorporate a highly reinforcing activity (i.e., an ice cream social). The following topics are discussed during the orientation:

1. The need and importance of peer tutoring.
2. The need for punctuality and high attendance.
3. The benefits received as a tutor.
4. The amount of available teacher support.
5. An overview or brief description of the children that will be tutored.

The orientation should close with a visit to the classroom in which students will be tutoring. The purpose of the visit is to introduce the children to one another and to familiarize the children to the classroom in which they will be working.

Step Four: Study and Observe. In Step Four, the tutor studies the program to be trained and observes the implementation of the program as demonstrated by the trainer. The trainer explains the program, emphasizing program preparation and set up, asks the tutor to explain the program, and the tutor is verbally quizzed on his/her knowledge of the program. The trainer should also provide extensive verbal praise, feedback and redirection as needed.

Step Five: Progress Monitoring. Progress monitoring refers to the method(s) used to record the learner's performance during a tutoring session. This measurement may be as simple as anecdotal reports or as complex as discrete trial response recording. In Step Five, the trainer explains and demonstrates the program to the tutor while the tutor collects and records progress data. Throughout the session, the trainer provides feedback to the student.

Step Six: Praise and Reinforcement. Reinforcement most often consists of social verbal praise, coupled with a tangible or edible item for severely involved children or others who do not respond to praise alone. All reinforcement should be individualized for the learner. Praising, tangibles, and edibles, are used to reward the learner for a correct response. Social verbal praise is an easy and often effective form of reinforcement. When praising it is important to remember to be: (1) specific in your praise, (2) enthusiastic while delivering it, and (3) immediate. When praising, the child should be told by the tutor exactly what s/he is dong that is correct. "Good reading that sentence" is much more effective than "good boy". The learner should be praised by the tutor as soon as s/he completes a task. The tutor should be enthusiastic and sincere when praising the learner. (Killoran, Striefel, Stowitschek, Rule, Innocenti, & Boswell, 1983).

Verbal praise may be coupled with other social praise (that is age appropriate) such as hugs, pats, and smiles from the tutor. Initially, the learner should be praised each and every time he responds correctly. Praise should also be provided to the tutor on a regular basis for his/her work. As the skill becomes mastered and part of the learner's repertoire, the tutor should systematically fade the rates of praise. The trainer will need to monitor the amount of praise and have the tutor fade or systematically decrease the amount of praise given when appropriate. The tutor and trainer should be generous in the use of praise; good attempts deserve as much praise as skilled responses. (Killoran, et al., 1983).

Step Seven: Correction. Correction refers to the procedures which the tutor will follow if the child responds incorrectly. An easy way to train and use correction procedure is graduated prompting. Graduated prompting is an intervention strategy which is designed to provide the child with the least amount of assistance needed to complete a skill (Killoran, et al., 1983). It refers to the level of guidance the tutor will give to the child. There are three levels of guidance used, verbal, visual, and physical. The essential point is to train the tutor to provide only the minimum amount of guidance needed to have the learner complete a task.

Initially, the tutor should prompt the learner with a verbal command. A verbal command is simply having the tutor tell the learner what to do. If the child does not respond or responds incorrectly to the verbal command, the tutor then demonstrates (visual prompt) the task to the learner while repeating the verbal command. Demonstrating is simply having the tutor show the student what to do. If demonstration is also unsuccessful, the tutor must then physically guide the student through the task.

Physical prompting can guide the learner through every part of the task or may be just touching the learner's arm to initiate movement. Again, the tutor must be trained to provide the least amount of help needed for the learner to complete the task. When using a physical prompt, the tutor must be trained to couple physical prompts with the original verbal command, then to repeat the verbal command while giving the child an opportunity to perform the skill alone.

Physical prompting has a major limitation in respect to verbal responding. That is, it is not possible to physically prompt speech. If a child does not respond to a verbal prompt on a skill which cannot be physically prompted, the tutor may be able to substitute and physically prompt a motor response (Killoran, et al., 1983).

The tutor must be trained in and be able to describe the graduated prompting procedures to be used in the tutoring session. The trainer conducts the entire program, while the tutor reinforces and corrects. Upon completion of the session the tutor is given feedback and the trainer initials all operationalized behaviors mastered.

Step Eight: Independent Direct Teaching. Direct teaching refers to the conduction of the program by the tutor. It includes program implementation, recording progress data, reinforcement and correction. Simply stated, this step is "running the program". When the behaviors within Step Eight are mastered, the tutor will be able to independently run the tutoring session and should need only occasional supervision.

In Step Eight, the trainer demonstrates the entire program to the tutor, emphasizing the direct teaching aspects of the program, observes and handshapes the tutor's implementation of the program, and initials operational behaviors as appropriate. Step Eight is to be repeated until the tutor demonstrates all behaviors during two consecutive training sessions.

Step Nine: **Reliability Checks, Supervision and Monitoring**. Supervision begins when the tutor begins the system and continues even after the tutor has mastered Step Eight and runs all aspects of the direct teaching procedures. Having someone available to observe sessions, forestall problems and unexpected situations; answer questions, and handle emergencies is important, especially during the first few tutoring sessions. It is suggested that daily supervision be gradually faded over four sessions.

Once the tutor is running the tutoring program independently, the trainer need only monitor the tutor and conduct reliability checks. Initially, weekly monitoring is suggested. Although the tutor is recording child progress during tutoring sessions, overall responsibility for progress monitoring and program changes is accorded to the trainer. Tutors should be encouraged to talk to the trainer as soon as any questions or problems occur.

Tutors as Trainers

One drawback to peer tutoring systems is the amount of time an adult must spend in training and supervising the tutors. An alternative to this is to have experienced tutors train new tutors. This can be expediated by training tutors in the use of the checklist. Periodic supervision by teachers is still necessary, and young tutors are not always successful tutor trainers. However, it is a viable method for eliminating the need for some staff time. Rotating tutors every six weeks can also be beneficial in that the learner with handicaps establishes relationships with more peers and skills generalize more for both tutors and learners. In addition, more non-handicapped children may have planned systematic interactions with children with handicaps. One positive even if teacher time is not saved, is that children who have handicaps have regular systematic opportunities to interact with "normal" peers.

Summary

The use of peer tutoring has many valuable benefits. Among these benefits are increased ability to individualize instruction and increasing opportunities for social interaction. The system which has been described is not specific to a content area. Rather, it has proved useful in teaching a wide variety of skills to students who are severely and multiply handicapped, and has provided a variety of opportunities for social interaction which have been too often overlooked.

References

Adams, P., Striefel, S., Frede, E., Quintero, M. & Killoran, J. (1985). Successful Mainstreaming: The elimination of common barriers. Unpublished manuscript. Utah State University, Developmental Center for Handicapped Persons.

Asper, A. L. (1973). The effects of cross-age tutoring on the frequency of social contacts initiated by withdrawn elementary school children. Dissertation Abstracts International, 35(02-A), 878.

Gresham, F. M. (1981). Misguided mainstreaming: The case for social skills training with handicapped children. Exceptional Children, 48(5), 422-433.

Killoran, J., Striefel, S., Stowitschek, J., Rule, S., Innocenti, M., Boswell, C. (1983). Prompting and praising social interactions: Teaching basic skills to handicapped preschoolers in intgegrated settings, In C. Mason (Ed.) Early Education and the Exceptional Child: Early Impact & Longterm Gains, Institute for Habilitative Services, Eastern Montana College, Billings, Montana.

Krouse, J., Gerber, M., & Kauffman, J., (1981). Peer tutoring: Procedures, promises, and unresolved issues. Exceptional Education Quarterly, 1(4), 107-115.

Larivee, B. (1982). Identifying effective teaching behaviors for mainstreaming. Teacher Education and Special Education, 5(3), 2-6.

Mott, S., Striefel, S., Quintero, M. (1985). Preparing non-handicapped students for mainstreaming: A literature review for school psychologists. Unpublished manuscript. Utah State University, Developmental Center for Handicapped Persons.

Rule, S., Killoran, J., Stowitschek, J., Innocenti, M., Striefel, S., Boswell, C. (1985). Training and support for mainstream day care staff. Early Child Development and Care 20, 19-113.

Scruggs, T. E., Mastropieri, M. A., and Richter, L. (1981). Tutoring with behaviorally disordered students: Social and academic benefits. Utah State University.

Striefel S., & Killoran J. (1984) Grouping handicapped and nonhandicapped students in mainstream settings (HCEEP Grant No. G008401057) Utah State University, Developmental Center for Handicapped Persons.

Striefel, S. & Killoran, J. (1984). Research and validation of procedures and materials for enhancing mainstreaming. (OSERS Grant No. G008430088) Utah State University, Developmental Center for Handicapped Persons.

Striefel, S., Killoran, J., Quintero, M. (1984). Grouping handicapped and nonhandicapped students in mainstream settings. Paper presented at American Association on Mental Deficiency, Region IV Conference, Salt Lake City.

Stowitschek, J. J., and Killoran, J. (1983). Microsession training and transfer procedures. Unpublished manual, Outreach and Development Division, Developmental Center for Handicapped Persons, Utah State University.

Strain, P. S., Hayson, M., Jamieson, B. (1985). Normally developing preschoolers as intervention agents for autistic-like children: Effefts on class department and social interaction. Journal for the Division for Early Childhood Education, 9(2) 105-112.

Taylor, S. J. (1982). From segregation to integration: Stratgegies for integrating severely handicapped students in normal school and community settings. The Jounral of the Association for the Severely Handicapped, 8, 42-49.

Walker, H. M. (1983). A systematic approach to the integration of handicapped children into less restrictive settings. University of Oregon, College of Education, Eugene, Oregon.

Author Notes

This publication was supported by Grant No. G008401757, from the Handicapped Children's Early Education Program of the U.S. Department of Education, and Grant No. G008430088 of the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by them should be inferred.

The Peer Tutoring and Training Checklist and accompanying Teacher's Guide may be obtained by contacting the first author.

Peer Tutoring Checklist

Validated Strategies for School-Age Mainstreaming (VSSM) Project
Developmental Center for Handicapped Persons
Utah State University

Tutor ______________________ **Program** ______________________
Tutor's Teacher ______________________ **Location** ______________________
Learner ______________________ **Date Began** ______________________
Adult Trainer ______________________ **Date Completed** ______________________

Step One
Selection of Child to be Tutored (The Learner)

A. Under Verbal Stimulus Control for Disruptive Behavior A. ______
B. Follows One Step Academic Commands B. ______
C. Imitates Simple Motor Behaviors C. ______

Step Two
Program Selection for the Learner

A. Task Analyzed Behavior Objective A. ______
B. Systematic Direct Teaching Procedure B. ______
C. Child Progress Measure C. ______
D. Appropriate for Peer Instruction D.
  1. Simplicity 1. ______
  2. Safety 2. ______
E. Parent Permission for Child to be Tutored E. ______

Step Three
Tutor Selection and Orientation

A. Completion of Tutor Job Description A. ______
B. Tutor Criteria Checklist B.
  1. High Attendance 1. ______
  2. Socially Initiates 2. ______
  3. Socially Reciprocates 3. ______
  4. Follows Adult Directions 4. ______
  5. Ability to Physically Prompt 5. ______
  6. Parent Permission to Tutor 6. ______
C. Tutor Orientation C.
  1. General (i.e., Puppet Show, etc.) 1. ______
  2. Introduction to learner and Program 2. ______
  3. Child Specific Preparation 3. ______

Step Four
Study and Observe

A. Observe Program Implementation A. ______
B. Describes Direct Teaching B.
  1. Presentation 1. ______
  2. Child Response 2. ______
  3. Praise/Reinforcement 3. ______
  4. Correction Procedures 4. ______
C. Describes Child Progress Monitoring C. ______
D. Describes Material and Setting D. ______

Step Five
Progress Monitoring

A. Prepares Materials and Settings A. ______
B. Observes Data Collection B. ______
C. Collects C. ______
D. Scores and Records Data with 90% Agreement with Trainer D. ______

Step Six
Praise and Reinforcement

A. Prepares Materials and Settings
B. Collects and Records Appropriate Child Progress Data
C. Praises Correct Responses Per Identified Reinforcement Schedule C. ______
D. Pairs Praise with Identified Reinforcers D. ______

Step Seven
Correction Procedures

A. Prepares Materials and Settings
B. Collects and Records Appropriate Child Progress Data
C. Praises and Reinforces as Trained
D. Recognizes/Intercepts Errors Independently D. ______
E. Conducts Stated Correction Procedures E. ______
~~F. Praises/Reinforces Correct Responses F. ______~~

Step Eight
Independent Direct Teaching

A. Prepares Materials and Settings
B. Gains Child's Attention B. ______
C. Presents Appropriate Command/ Request C. ______
D. Waits for Child Response D. ______
E. Praises and Reinforces as Trained
F. Recognizes/Intercepts Errors Independently
G. Conducts Stated Correction Procedures
H. Records Appropriate Child Progress Data H. ______
I. Maintains Attending Behavior I. ______

Step Nine
Trainer and Tutor Reliability Checks

Reliability Checks on Data Collection Between Tutor and Trainer

1. Date:________ % Agreement: ________
2. Date:________ % Agreement: ________
3. Date:________ % Agreement: ________
4. Date:________ % Agreement: ________
5. Date:________ % Agreement: ________
6. Date:________ % Agreement: ________
7. Date:________ % Agreement: ________
8. Date:________ % Agreement: ________
9. Date:________ % Agreement: ________
10. Date:________ % Agreement: ________
11. Date:________ % Agreement: ________
12. Date:________ % Agreement: ________
13. Date:________ % Agreement: ________
14. Date:________ % Agreement: ________
15. Date:________ % Agreement: ________
16. Date:________ % Agreement: ________

Step Ten
Comments

1. Date: ________
Notes:________

2. Date: ________
Notes:________

3. Date: ________
Notes:________

4. Date: ________
Notes:________

5. Date: ________
Notes:________

6. Date: ________
Notes:________

7. Date: ________
Notes:________

8. Date: ________
Notes:________

Killoran, Allred, Striefel, & Quintero (1987)

© Peer Tutoring Checklist - VSSM Project

Task 9 - Evaluation and Transition: The purpose of Task 9, Evaluation and Transition, is to evaluate the impact of the program and to make adjustments and/or transition children as needed. Reprogramming interventions for students with handicaps is based on assessment, IEP progress, and data which has been collected for identified skill deficits. For children without handicaps child progress is monitored through curricula based assessment. Evaluation data for children with and without handicaps is utilized for two purposes. The first of those being for transitioning students to community programs and second to reprogram skills based on lack of skill acquisition.

Transition procedures are initiated when students with handicaps demonstrate the exit criteria which has been established on the IEP or when the student has reached public school age. The transition process includes identification of the receiving agency (whether that is the existing agency the child is enrolled in or movement into a community program), obtaining and providing transition information, through the MESA-PK, Classroom Environment Observation, and Child Profile, to the receiving agency. It concludes with meetings with the receiving agency to determine placement, communicate transition information, and to provide IEP recommendations.

Transitioning when students with handicaps have reached public school age is identical to that of when they have demonstrated exit criteria with the exception of the identification of the receiving school. In the latter case, the transition meeting concentrates on the determination on whether a child should be placed in a neighborhood school in their home community, or whether special class placement in an alternative neighborhood school or within a segregated training center facility is more appropriate. Transition information and transition meetings are identical to the procedures previously described. Transition activities for students without handicaps includes the identification of the neighborhood kindergarten program which they will attend, the provision of transition information based upon the previously mentioned transition instruments, and communicating this information to the receiving school. Transition activities should begin in the spring preceding the transition to the public school setting and ideally be conducted as part of the IEP process. Transition in the FMS model intails the combined use of the Mainstreaming Expectations and Skills Assessment for Preschool and Kindergarten, the Classroom Environment Observation, and the Child Profile.

The Mainstreaming Expectations and Skills Assessment for Preschool and Kindergarten (MESA-PK, Figure 17) provides educators involved in mainstreaming with a global picture of a child's skill level, the regular classroom teacher's expectations of their students, and allows comparison of a child's skill levels and teacher expectations on each item. It can also be used as a guide for identifying and training those child skills which are critical for successful functioning in normalized environments and for identifying areas in which teachers need technical assistance and support.

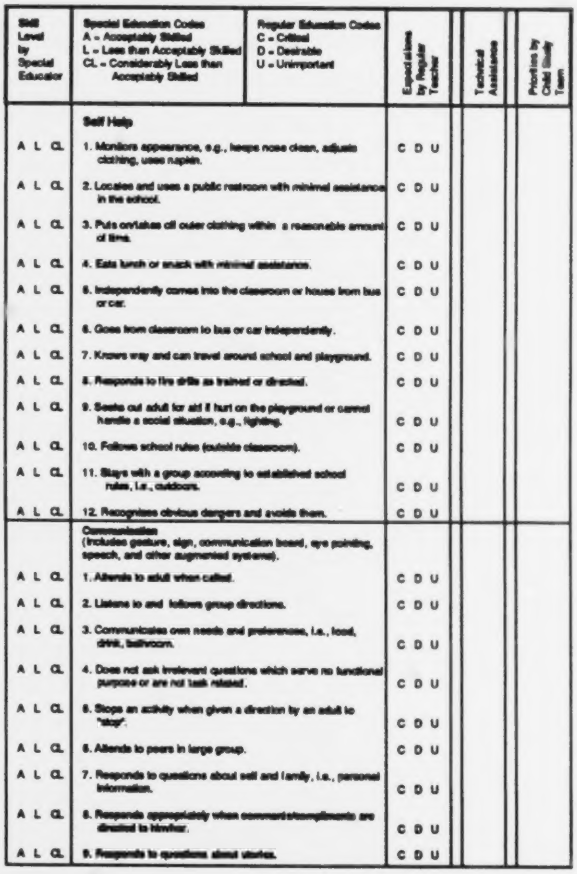
The MESA-PK is designed to provide a child study team (composed of teachers, parents, administrators, and specialists) or other individuals involved in mainstreaming preschool and kindergarten children who have handicaps into normalized settings with the following information:

1. A description of behaviors characteristic of the child that needs to be remedied or trained if the child is to achieve success in the mainstream classroom.
2. Specific goals and objectives to train critical skills needed in normalized environments.
3. Areas in which the regular classroom teachers may require assistance if the mainstreaming experience is to be successful for everyone in his/her classroom.
4. Information to help an administrator determine which teachers are better suited for teaching a particular child who is being mainstreamed and information on the numbers and types of mainstream settings needed.
5. Information about children's current level of functioning and the challenges that mainstreaming will provide for the children and parents.

Specific behaviors required for a successful mainstreaming experience can be identified by a child study team. This team is responsible for selecting the behaviors needed in various normalized environments, and for training the child in those behaviors.

It is speculated that efforts to match teacher expectations with an incoming child's skills can facilitate the mainstreaming process by increasing the likelihood of mainstreaming a child whom a teacher is willing or prepared to teach (Striefel & Killoran, 1984). If a teacher is not willing, but has no choice because of administrative decisions, completing the MESA-PK may provide information which will help the teacher know the child's level of functioning, and identify the technical assistance and support needed for increasing their effectiveness in teaching a mainstreamed child. Mainstreaming a child with handicaps into a classroom where a teacher is willing and prepared to teach that child increases the chances for successful mainstreaming. By identifying a teacher's expectations and technical assistance needs, as well as the target child's actual skill level, both teacher and child may be prepared before and during the mainstreaming process.

Figure 17 - Mainstreaming Expectations and Skills Assessment-Preschool and Kindergarten



Skill Level by Special Educator	Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher		Technical Assistance		Priorities by Child Study Team
	Self Help						
A L CL	1. Monitors appearance, e.g., keeps nose clean, adjusts clothing, uses napkin.		C D U				
A L CL	2. Locates and uses a public restroom with minimal assistance in the school.		C D U				
A L CL	3. Puts on/takes off outer clothing within a reasonable amount of time.		C D U				
A L CL	4. Eats lunch or snack with minimal assistance.		C D U				
A L CL	5. Independently comes into the classroom or house from bus or car.		C D U				
A L CL	6. Goes from classroom to bus or car independently.		C D U				
A L CL	7. Knows way and can travel around school and playground.		C D U				
A L CL	8. Responds to fire drills as trained or directed.		C D U				
A L CL	9. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.		C D U				
A L CL	10. Follows school rules (outside classroom).		C D U				
A L CL	11. Stays with a group according to established school rules, i.e., outdoors.		C D U				
A L CL	12. Recognizes obvious dangers and avoids them.		C D U				
	Communication (Includes gesture, sign, communication board, eye pointing, speech, and other augmented systems).						
A L CL	1. Attends to adult when called.		C D U				
A L CL	2. Listens to and follows group directions.		C D U				
A L CL	3. Communicates own needs and preferences, i.e., food, drink, bathroom.		C D U				
A L CL	4. Does not ask irrelevant questions which serve no functional purpose or are not task related.		C D U				
A L CL	5. Stops an activity when given a direction by an adult to "stop".		C D U				
A L CL	6. Attends to peers in large group.		C D U				
A L CL	7. Responds to questions about self and family, i.e., personal information.		C D U				
A L CL	8. Responds appropriately when comment/compliments are directed to him/her.		C D U				
A L CL	9. Responds to questions about stories.		C D U				

Target Population

The MESA-PK is designed to facilitate mainstreaming for the preschool and kindergarten age child (3-6 years of age), who is mildly to severely handicapped and is currently being served in a special education class for all or part of the day. It may also be used to help determine initial placement for children who have not been previously served or who are being initially referred for services.

The special education teacher and/or child study team of the particular child are asked to assess the target child's skill level. It is suggested that the child study team review the child's most recent assessment information and observational data before completing the MESA-PK. If current information is not available, it is suggested that the MESA-PK not be completed until progress assessments are conducted. Current assessment information will increase the likelihood of successfully identifying student needs, teachers technical assistance and support needs, and provides the receiving teacher with more accurate information on what kinds of activities will be needed to teach the target child.

The regular classroom teacher being considered as a potential mainstreaming teacher is asked to code his or her expectations of the target child who may participate in regular class activities for part of the day.

The Classroom Environment Observation (CEO) System for Mainstreaming (Figure 18) is designed to be used by teachers and other members of a child's study team when they observe a potential receiving environment to determine the appropriateness of that environment as a placement for a student who is to be mainstreamed. This information can be used to:

1. Modify the special education environment to more closely approximate the regular setting so that the child to be mainstreamed can adjust more easily to the transfer.
2. Identify potential areas of difficulty in the receiving environment (e.g., physical barriers) which can be addressed before the child's change in placement.
3. Identify skills a child needs in order to be successful in the observed environment, so those skills can be trained prior to placement.

It is acknowledged that the CEO is not all-inclusive; every setting poses unique problems and presents unique strengths which can be missed by an attempt to be all-encompassing. The CEO is best viewed as a list of reminders for an observer to assure that limited observation time is used efficiently to gather important relevant information. The CEO is composed of six sections:

Section 1 - Teacher Instructions or Cues: In this section an observer will check and list the types of directions, methods of presentation of materials, attention cues, and behavior management techniques typically used by the teacher in the observed setting.

Section 2 - Children's Skills: By observing the group attending skills of the classroom children, an observer will note how children in that setting respond to instructions from the teacher, and how they are expected to attend and interact in group and individual activities.

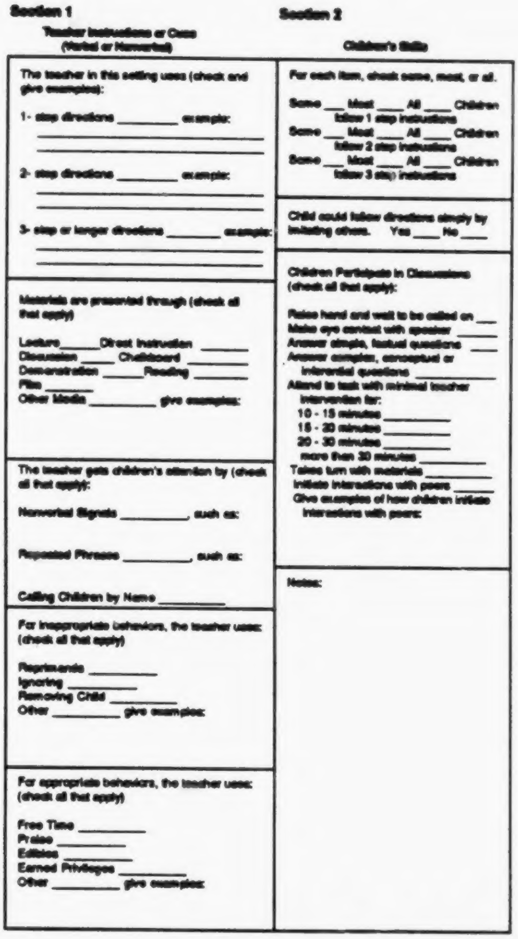
Section 3 - Peer Systems & Grouping Techniques: Since group activities are common in many settings, in this section, an observer will note the size of groups used in the observed setting, the nature (cooperative, competitive individualized, independent) of group activities, and the existing use of peers as facilitators of learning (e.g., as buddies or tutors).

Section 4 - Resources: The personnel and material resources in a setting can be critical factors to be considered in mainstreaming. Section 4 requests that an observer record the number of adults who work in the setting, the physical arrangement, and any potential structural limitations of the receiving environment.

Section 5 - Curriculum: When considering mainstreaming which involves academic activities, it is important to know if the target student can function within the curricula used in the receiving setting. On Section 5, an observer will note the curricula used in a number of academic areas, as well as teacher instructions which may be specific to the task. For example, the instruction, "Follow along with your eyes while Mary reads," can be very confusing to a student who has not previously participated with group reading activities. Prior training or alerting the teacher to a child's limited understanding, can prevent confusion and/or behavior problems.

Section 6 – Classroom Diagram: In this section, the observer will sketch the physical layout of the setting to note work areas, physical barriers, etc. Such a diagram would be particularly useful in mainstreaming students with motor or sensory disabilities, since these students may require more space or special seating arrangements in order to participate effectively.

Figure 18 – Classroom Environment Observation



Section 1

Teacher Instructions or Cues
(Verbal or Nonverbal)

The teacher in this setting uses (check and give examples):

1- step directions ________ example:

2- step directions ________ example:

3- step or longer directions ________ example:

Materials are presented through (check all that apply)

Lecture______Direct Instruction ______
Discussion ____ Chalkboard ______
Demonstration _____Reading ______
Film ______
Other Media ________ give examples:

The teacher gets children's attention by (check all that apply):

Nonverbal Signals ________, such as:

Repeated Phrases ________, such as:

Calling Children by Name ________

For inappropriate behaviors, the teacher uses: (check all that apply)

Reprimands ________
Ignoring ________
Removing Child ________
Other ________ give examples:

For appropriate behaviors, the teacher uses: (check all that apply)

Free Time ________
Praise ________
Edibles ________
Earned Privileges ________
Other ________ give examples:

Section 2

Children's Skills

For each item, check some, most, or all.

Some ___ Most ____ All ____ Children follow 1 step instructions
Some ___ Most ____ All ____ Children follow 2 step instructions
Some ___ Most ____ All ____ Children follow 3 step instructions

Child could follow directions simply by imitating others. Yes ____ No ____

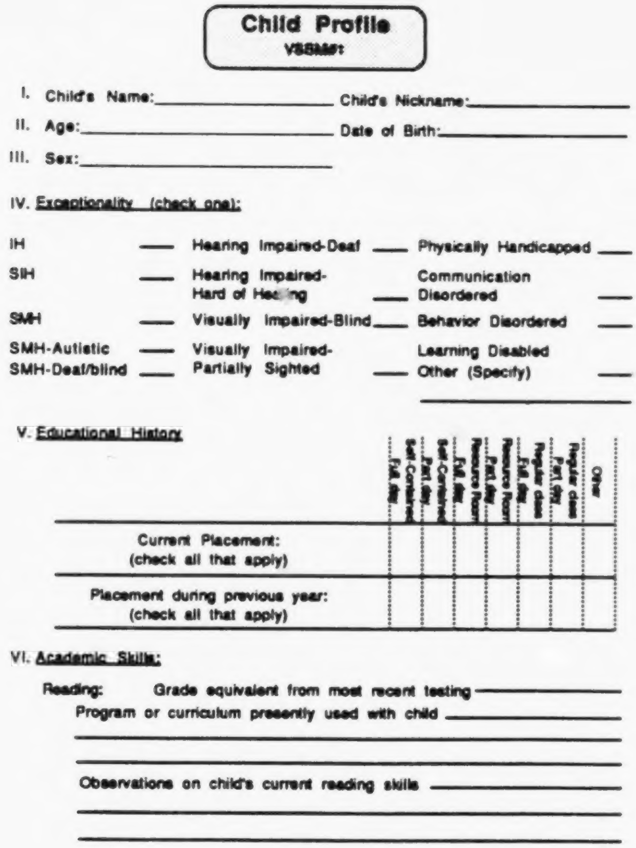
Children Participate in Discussions (check all that apply):

Raise hand and wait to be called on ___
Make eye contact with speaker ______
Answer simple, factual questions ____
Answer complex, conceptual or inferential questions ________
Attend to task with minimal teacher intervention for:
10 - 15 minutes ________
15 - 20 minutes ________
20 - 30 minutes ________
more than 30 minutes ________
Takes turn with materials ________
Initiate interactions with peers ______
Give examples of how children initiate interactions with peers:

Notes:

The Child Profile (Figure 19) is completed by the special educator and provided to the receiving teacher as a brief sketch of critical characteristics of the child. The Child Profile augments the information on the MESA-PK by providing critical details of the child's medical and psychological functioning, specific language and motor strengths and deficits, and a brief educational history. The child study team simply completes the Child Profile and provides the information to the receiving teacher or agency.

Figure 19 - Child Profile



Child Profile
VSSM81

I. Child's Name: ____________ Child's Nickname: ____________
II. Age: ____________ Date of Birth: ____________
III. Sex: ____________

IV. Exceptionality (check one):

IH	___	Hearing Impaired-Deaf	___	Physically Handicapped	___
SIH	___	Hearing Impaired-Hard of Hearing	___	Communication Disordered	___
SMH	___	Visually Impaired-Blind	___	Behavior Disordered	___
SMH-Autistic	___	Visually Impaired-Partially Sighted	___	Learning Disabled	
SMH-Deaf/blind	___			Other (Specify) ____________	___

V. Educational History

	Self-Contained Full day	Self-Contained Part day	Resource Room Full day	Resource Room Part day	Regular class Full day	Regular class Part day	Other
Current Placement: (check all that apply)							
Placement during previous year: (check all that apply)							

VI. Academic Skills:

Reading: Grade equivalent from most recent testing ____________
Program or curriculum presently used with child ____________
____
____
Observations on child's current reading skills ____________
____
____

As a result of the combined use of the MESA-PK, CEO, and Child Profile, the target child can be better prepared for a change of placement, and transition information is readily available to the receiving agency prior to the actual placement change of the student.

TASK 9 MATERIALS

Mainstreaming Expectations and Skills Assessment -
Preschool and Kindergarten

Classroom Environment Observation System for Mainstreaming

Child Profile

Draft 7
6/25/86

MESA-PK

Mainstreaming Expectations and Skills Assessment Preschool and Kindergarten

John Killoran, MEd
Sebastian Striefel, PhD
Maria Quintero
Trenly Yanito, MS

Target Child	____________________	**Sex**	______	**Age**	______
Present Placement	____________________	**Date of Birth**	______		
Special Educator	____________________				
Regular Educator	____________________	**Class/Grade Taught**	______		
Date	____________________				

Functional Mainstreaming for Success Project
(FMS Project)

Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-2030

© MESA-PK, 1987

The MESA-PK was adapted from the EnTrans Transition Skills Assessment developed by Teaching Research Associates, Monmouth, Oregon.

This Product was developed by the Functional Mainstreaming for Success (FMS) project.

This publication was supported by Grant No. G008401757, from the Handicapped Childrens Early Education Program of the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by them should be inferred.

This product is for limited dissemination. Please do not reproduce without consent of the authors. For more information, contact:

Sebastian Striefel, PhD
UMC 68
Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-1985

Skill Level by Special Educator	Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher	Technical Assistance	Priorities by Child Study Team
	Self Help				
A L CL	1. Monitors appearance, e.g., keeps nose clean, adjusts clothing, uses napkin.		C D U		
A L CL	2. Locates and uses a public restroom with minimal assistance in the school.		C D U		
A L CL	3. Puts on/takes off outer clothing within a reasonable amount of time.		C D U		
A L CL	4. Eats lunch or snack with minimal assistance.		C D U		
A L CL	5. Independently comes into the classroom or house from bus or car.		C D U		
A L CL	6. Goes from classroom to bus or car independently.		C D U		
A L CL	7. Knows way and can travel around school and playground.		C D U		
A L CL	8. Responds to fire drills as trained or directed.		C D U		
A L CL	9. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.		C D U		
A L CL	10. Follows school rules (outside classroom).		C D U		
A L CL	11. Stays with a group according to established school rules, i.e., outdoors.		C D U		
A L CL	12. Recognizes obvious dangers and avoids them.		C D U		
	Communication (Includes gesture, sign, communication board, eye pointing, speech, and other augmented systems).				
A L CL	1. Attends to adult when called.		C D U		
A L CL	2. Listens to and follows group directions.		C D U		
A L CL	3. Communicates own needs and preferences, i.e., food, drink, bathroom.		C D U		
A L CL	4. Does not ask irrelevant questions which serve no functional purpose or are not task related.		C D U		
A L CL	5. Stops an activity when given a direction by an adult to "stop".		C D U		
A L CL	6. Attends to peers in large group.		C D U		
A L CL	7. Responds to questions about self and family, i.e., personal information.		C D U		
A L CL	8. Responds appropriately when comments/compliments are directed to him/her.		C D U		
A L CL	9. Responds to questions about stories.		C D U		

Skill Level by Special Educato	Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher	Technical Assistance	Priorities by Child Study Team
	Communication (Cont.)				
A L CL	10. Protests appropriately.		C D U		
A L CL	11. Requesting assistance from adult or peer, i.e., help in cafeteria, bathroom, mobility.		C D U		
A L CL	12. Responds without excessive delay.		C D U		
A L CL	13. Uses intentional communication (speech, sign, or gesture)		C D U		
	Social Behaviors				
A L CL	1. Uses social conventions, i.e., help in cafeteria, bathroom mobility.		C D U		
A L CL	2. Complies to teacher commands.		C D U		
A L CL	3. Takes direction from a variety of adults.		C D U		
A L CL	4. Separates from parents and accepts school personnel.		C D U		
A L CL	5. Follows specified rules of games and/or class activities.		C D U		
A L CL	6. Makes choice between preferred items or activities.		C D U		
A L CL	7. Initiates interaction with peers and adults.		C D U		
A L CL	8. Plays cooperatively.		C D U		
A L CL	9. Respects others and their property.		C D U		
A L CL	10. Defends self.		C D U		
A L CL	11. Shows emotions and feelings appropriately.		C D U		
A L CL	12. Responds positively to social recognition and reinforcement.		C D U		
A L CL	13. Interacts appropriately at a snack or lunch table.		C D U		
A L CL	14. Expresses affection toward other children and adults in an appropriate manner, i.e., is not overly affectionate by hugging, kissing, and touching.		C D U		
A L CL	15. Refrains from self-abusive behavior, i.e., biting, cutting, or bruising self, head banging.		C D U		
A L CL	16. Refrains from physically aggressive behavior toward others, i.e., hitting, biting, shoving.		C D U		
A L CL	17. Does not use obscene language.		C D U		
A L CL	18. Discriminates between edible and non-edible toys and objects.		C D U		
A L CL	19. Uses play equipment in an age appropriate manner during unstructured activities with limited adult supervision.		C D U		

Scoring the MESA-PK

A profile of a child's training needs and a teacher's TA needs can be generated by coding the "match" between child skill level and teacher expectation for each item. In the column marked, "Priorities by Child Study Team", using this coding system, child training need and teacher technical assistance needs can be identified. The following code is recommended:

I. Child Training Needs.

If child is rated:	**And the potential receiving teacher marked:**	**Then score in the Child Study Team priority column is:**
CL (Section 1) or H (Section 2)	C	1
L (Section 1) or M (Section 2)	C	2
CL (Section 1) or H (Section 2)	D	3

The Child Study Team (CST) should first address items scored "1", since these items are most likely to interfere with successful mainstreaming. Items scored "2", should be addressed secondarily, since the teacher considers these skills critical, and the child is not fully proficient on them. Items marked "3" merit consideration, but may not be considered urgent. A decision to withhold mainstreaming until the child exhibits desired behaviors must be considered carefully by the CST on an individual basis.

II. Teacher technical Assistance Needs

Review the form and note TA needs checked by the receiving teacher. These items should be discussed by the child study team to provide solutions. Any materials or training needs should be referred to the principal or agency director who can access such resources.

If the receiving teacher marked "TA" for any items scored "1", the child may be placed with TA provided for the skill/behavior. Regular monitoring and feedback are recommended under these circumstances.

Draft 9
6/24/86
MESA-PK.JK
Goal 1

Instruction Manual

MESA-PK

Mainstreaming Expectations and Skills Assessment for Preschool and Kindergarten

John Killoran MEd
Sebastian Striefel PhD
Maria Quintero
Trenly Yanito MS

Functional Mainstreaming for Success Project

Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-2039

This publication was supported by Grant No. G008401757, from the Handicapped Children's Early Education Program of the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by them should be inferred.

The MESA-PK was adapted from the EnTrans-Transition Skills Assessment developed by Teaching Research Associates, Monmouth, Oregon.

This product is for limited dissemination. Please do not reproduce without consent of the authors. For more information, contact:

Sebastian Striefel, PhD
UMC 68
Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-1985

Draft - Not for Dissemination

Introduction

The Mainstreaming Expectations and Skills Assessment for Preschool and Kindergarten (MESA-PK) provides educators involved in mainstreaming with a global picture of a child's skill level, the regular classroom teacher's expectations of their students, and allows comparison of a child's skill levels and teacher expecatations on each item. It can also be used as a guide for identifying and training those child skills which are critical for successful functioning in normalized environments and for identifying areas in which teachers need technical assistance and support.

The MESA-PK is designed to provide a child study team (composed of teachers, parents, administrators, and specialists) or other individuals involved in mainstreaming preschool and kindergarten children who have handicaps into normalized settings with the following information:

1. A description of behaviors characteristic of the child, that needs to be remedied or trained if the child is to achieve success in the mainstream classroom;

2. Specific goals and objectives to train critical skills needed in normalized environments;

3. Areas in which the regular classroom teachers may require assistance if the mainstreaming experience is to be successful for everyone in his/her classroom;

4. Information to help an administrator determine which teachers are better suited for teaching a particular child who is being mainstreamed and information on the numbers and types of mainstream settings needed;

5. Information about children's current level of functioning and the challenges that mainstreaming will provide for the children and parents;

Specific behaviors required for a successful mainstreaming experience can be identified by a child study team. This team is responsible for selecting the behaviors needed in various normalized environments, and for training the child in those behaviors.

Rationale

It is speculated that efforts to match teacher expectations with an incoming child's skills can facilitate the mainstreaming process by increasing the likelihood of mainstreaming a child whom a teacher is willing or prepared to teach (Striefel & Killoran, 1984). If a teacher is not willing, but has no choice because of administrative decisions, completing the MESA-PK may provide information which will help the regular teacher know the child's level of functioning, and identify the technical assistance and support needed for increasing their effectiveness in teaching a mainstreamed child.

Mainstreaming a child with handicaps into a classroom where a teacher is willing and prepared to teach that child increases the chances for successful mainstreaming. By identifying a teachers expectations and technical assistance needs, as well as the target child's actual skill level, both teacher and child may be prepared before and during the mainstreaming process.

Target Population

The MESA-PK is designed to facilitate mainstreaming for the preschool and kindergarten age child (3-6 years of age), who is mildly to severely handicapped and is currently being served in a special education class for all or part of the day. It may also be used to help determine initial placement for children who have not been previously served or who are being initially referred for services.

The special education teacher and/or child study team of the particular child are asked to assess the target child's skill level. It is suggested that the child study team review the child's most recent assessment information and observational data before completing the MESA-PK. If current information is not available, it is suggested that the MESA-PK not be completed until progress assessments are conducted. Current assessment information will increase the likelihood of successfully identifying student needs, teachers technical assistance and support needs, and provides the receiving teacher with more accurate information on what kinds of activities will be needed to teach the target child.

The regular classroom teacher being considered as a potential mainstreaming teacher is asked to code his or her expectations of the target child who may participate in regular class activities for part of the day.

Materials Needed

The MESA-PK manual and protocol, recent child assessment information, recent observational data, and IEP planning forms (when applicable).

Time for Administration

Special Educator - Skill Profile -	10 Minutes
Regular Educator - Expectations Profile -	10 Minutes
	Total = 20 Minutes

General Description

The MESA-PK contains five categories of items which describe child behaviors typically demonstrated in the school setting.

1. Classroom Rules - i.e., replacing materials and cleaning work places.
2. Work Skills - i.e., recognizing materials which are needed for tasks.
3. Self Help - i.e., eating lunch with minimal assistance.
4. Communication - i.e., following group directions, and

5. Social Behaviors - i.e., social amenities.

Specific Instructions for the Special Educator

For each item, indicate the target child's skill level by circling the appropriate code - (A) Acceptably Skilled, (L) Less than Acceptably Skilled, or (CL) Considerably Less than Acceptably Skilled, in the column to the right of each item.

(A) **Acceptably Skilled** means that the child displays the skill at a level consistent with your standards, or for 90% or more of opportunites.

(L) **Less than Acceptably Skilled** means the child is deficient in the skill and demonstrates the skill from 50 to 89% of opportunities.

(CL) **Considerably Less than Acceptably Skilled** indicates that the child demonstrates the skill on less than 50% of opportunities to do so.

Specific Instructions for the Regular Educator

You have been presented with a behavior profile of a child with handicaps who is being considered for mainstreaming and may be placed in your classroom. This assessment should identify those behaviors which are important to you in your classroom and on which training can begin before and after the child's placement. As you circle each item, remember to keep in mind the activity for which the child's placement is being considered. Circle the appropriate letter in the columns to the left of each item to indicate if the item demonstrated in your classroom is (C) Critical, (D) Desireable, or (U) Unimportant.

(C) **Critical** indicates that you will not accept the child in your classroom unless the child is acceptably skilled (the child demonstrates the behavior on 90% of opportunities to do so).

(D) **Desirable** means that you would like the student to demonstrate the behavior but you will accept a child who is less than acceptably skilled.

(U) **Unimportant** indicates that the behavior is unimportant for the student to demonstrate upon first entering your class.

Technical Assistance (TA) Requests by Regular Educators

Technical assistance refers to training and materials which may be provided to teachers to address specific needs which arise when teaching children who are handicapped. Technical Assistance can include a) demonstration via modeling, b) discussion, c) feedback, d) reading materials, and e) provision of curricula. **Indicate by checking in the appropriate column, those behaviors which you would be willing to train in your classroom if TA were available to you.**

Scoring the MESA-PK

A profile of a child's training needs and a teacher's TA needs can be generated by coding the "match" between child skill level and teacher expectation for each item. In the column marked, "Priorities by Child Study Team", using this coding system, child training need and teacher technical assistance needs can be identified. The following code is recommended:

I. Child Training Needs.

If child is rated:	**And the potential receiving teacher marked:**	**Then score in the Child Study Team priority column is:**
CL (Section 1) or H (Section 2)	C	1
L (Section 1) or M (Section 2)	C	2
CL (Section 1) or H (Section 2)	D	3

The Child Study Team (CST) should first address items scored "1", since these items are most likely to interfere with successful mainstreaming. Items scored "2", should be addressed secondarily, since the teacher considers these skills critical, and the child is not fully proficient on them. Items marked "3" merit consideration, but may not be considered urgent. A decision to withhold mainstreaming until the child exhibits desired behaviors must be considered carefully by the CST on an individual basis.

II. Teacher technical Assistance Needs

Review the form and note TA needs checked by the receiving teacher. These items should be discussed by the child study team to provide solutions. Any materials or training needs should be referred to the principal or agency director who can access such resources.

If the receiving teacher marked "TA" for any items scored "1", the child may be placed with TA provided for the skill/behavior. Regular monitoring and feedback are recommended under these circumstances.

Draft 3
7/25/86

Instruction Manual

CEO

Classroom Environment Observation System for Mainstreaming (CEO)

Maria Quintero
Sebastian Striefel
John Killoran
Joel Allred

Functional Mainstreaming for Success Project (FMS)
Validated Strategies for School-Age Mainstreaming Project (VSSM)

Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-2039

Classroom Environment Observation System for Mainstreaming
FMS/VSSM

Purpose:

The Classroom Environment Observation (CEO) System for Mainstreaming is designed to be used by teachers and other members of a child's study team when they observe a potential receiving environment to determine the appropriateness of that environment as a placement for a student who is to be mainstreamed. This information can be used to:

1. Modify the special education environment to more closely approximate the regular setting so that the child to be mainstreamed can adjust more easily to the transfer.

2. Identify potential areas of difficulty in the receiving environment (e.g., physical barriers) which can be addressed before the child's change in placement.

3. Identify skills a child needs in order to be successful in the observed environnment, so those skills can be trained prior to placement.

It is acknowledged that the CEO is not all-inclusive; every setting poses unique problems and presents unique strengths which can be missed by an attempt to be all-encompassing. The CEO is best viewed as a list of reminders for an observer to assure that limited observation time is used efficiently to gather important relevant information.

Description: The CEO is composed of six sections:

Section 1:

Teacher Instructions or Cues - In this section an observer will check and list the types of directions, methods of presentation of materials, attention cues, and behavior management techniques typically used by the teacher in the observed setting.

Section 2:

Children's skills - By observing the group attending skills of the classroom children, an observer will note how children in that setting respond to instructions from the teacher, and how they are expected to attend and interact in groups and individual activities.

Section 3:

Peer Systems & Grouping Techniques - Since group activities are common in many settings, in this section, an observer will note the size of groups used in the observed setting, the nature (cooperative, competitive, individualized, independent) of group activities, and the existing use of peers as facilitators of learning (e.g., as buddies or tutors).

Section 4:

Resources - The personnel and material resources in a setting can be critical factors to be considered in mainstreaming. Section 4 requests that an observer record the number of adults who work in the setting, the physical arrangement, and any potential structural limitations of the receiving environment.

Section 5:

Curriculum - When considering mainstreaming which involves academic activities, it is important to know if the target student can function within the curricula used in the receiving setting. On Section 5, an observer will note the curricula used in a number of academic areas, as well as teacher instructions which may be specific to the task. For example, the instruction, "Follow along with your eyes while Mary reads," can be very confusing to a student who has not previously participated in group reading activities. Prior training, or alerting the teacher to a child's limited understanding, can prevent confusion and/or behavior problems.

Section 6:

Classroom Diagram - In this section, the observer will sketch the physical layout of the setting to note work areas, physical barriers, etc. Such a diagram would be particularly useful in mainstreaming students with motor or sensory disabilities, since these students may require more space or special seating arrangements in order to participate effectively.

General Instructions:

An observer should use the CEO as a guide, or a set of reminders, for what to observe when visiting a potential receiving environment. Whenever possible, notes and examples should be used to supplement the checklist sections which are indicated on the CEO form. The checklist should be used during observations of the work times, transition periods, in-class leisure time, and non-academic school activities (lunch, recess, etc.) which are proposed for mainstreaming. A separate CEO should be used for academic and nonacademic activities to identify pertinent physical characteristics, staff/pupil ratios and resources in different situations. At first inspection, the observation of several environments may seem overwhelming; however, in reality, functional mainstreaming is rarely conducted as a total removal of a child from one setting to place him/her full-time in another setting. Gradual mainstreaming, which allows a student to adapt to increasing levels of integration, would require that observations be conducted only in those settings/activities being considered for the target child's immediate mainstreaming.

Specific Instruction: When observing a potential receiving site, an observer should:

1. Complete the relevant demographic and informational items on page 1 of the CEO.

2. Complete Section 1 through 3: (1)**Teacher Instructions or Cues**, (2)**Children's Skills**, and (3)**Peer Systems and Grouping Techniques**, by carefully observing the class and noting the items indicated on the CEO.

3. Observe the classroom and the school settings indicated in Sections 4 and 6, **Resources** and **Classroom Diagram**, to identify physical characteristics and people resources.
4. Interview the teacher to obtain information for completing Section 6, **Curriculum**.

Draft 4
7/25/86

CEO

Classroom Environment Observation

Maria Quintero
Sebastian Striefel
John Killoran
Joel Allred

Observer ____________________ **Date** ____________________

Classroom ____________________ **Teacher** ____________________

Activity/Setting ____

Time Start ____________________ **Time End** ____________________

Functional Mainstreaming for Success (FMS) Project and Validated Strategies for School Age Mainstreaming (VSSM) Project

Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-2030

© CEO, 1987

**This product was developed by the
Functional Mainstreaming for Success (FMS) Project
and the
Validated Strategies for School-Age Mainstreaming (VSSM) Project**

This publication was supported by Grant No. G008401757, from the Handicapped Children's Early Education Program of the U.S. Department of Education, and Grant No. G008430088 of the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by them should be inferred.

**This product is for limited dissemination.
Please do not reproduce without consent of the authors.
For more information, contact:**

Sebastian Striefel, PhD
John Killoran, MEd
Maria Quintero

UMC 68
Developmental Center for Handicapped Persons
Utah State University
Logan, Utah 84322-6800
(801) 750-2030

Section 1

Teacher Instructions or Cues
(Verbal or Nonverbal)

The teacher in this setting uses (check and give examples):

1- step directions ________ example:
____
____

2- step directions ________ example:
____
____

3- step or longer directions _______ example:
____
____

Materials are presented through (check all that apply)

Lecture_____ Direct Instruction ______
Discussion _____ Chalkboard ________
Demonstration _____ Reading _______
Film ______
Other Media _________ give examples:

The teacher gets children's attention by (check all that apply):

Nonverbal Signals _________, such as:

Repeated Phrases _________, such as:

Calling Children by Name _________

For inappropriate behaviors, the teacher uses: (check all that apply)

Reprimands _________
Ignoring _________
Removing Child _________
Other _________ give examples:

For appropriate behaviors, the teacher uses: (check all that apply)

Free Time _________
Praise _________
Edibles _________
Earned Privileges _________
Other _________ give examples:

Section 2

Children's Skills

For each item, check some, most, or all.

Some ___ Most ____ All ____ Children follow 1 step instructions
Some ___ Most ____ All ____ Children follow 2 step instructions
Some ___ Most ____ All ____ Children follow 3 step instructions

Child could follow directions simply by imitating others. Yes ____ No ____

Children Participate in Discussions (check all that apply):

Raise hand and wait to be called on ___
Make eye contact with speaker ______
Answer simple, factual questions ____
Answer complex, conceptual or inferential questions __________
Attend to task with minimal teacher intervention for:
10 - 15 minutes _________
15 - 20 minutes _________
20 - 30 minutes _________
more than 30 minutes _________
Takes turn with materials _________
Initiate interactions with peers ______
Give examples of how children initiate interactions with peers:

Notes:

Section 3

Peer Systems and Grouping Techniques

Characteristics of groups in this setting are:

Number of groups used in class ________
Number of children per group ________
Competitive activity commonly used ________
Cooperative activities commonly used ________
Individualized activities commonly used ________
Independent work commonly used ________

Notes:

Classroom peers are used for (Check all that apply):

Informal academic assistance ________
Formal peer tutoring ________
Other ________

Notes:

Section 4

Resources

Personnel

How many adults work in the classroom? ________
How many children are in the classroom? ________
What ages are the children? ________

Physical Arrangement

Child sit:
in circle on floor________
at tables ________
at individual desks ________

For children in wheel chairs or with motor difficulties, note limitations for going to, using, and returning from:

Bathroom (location, size of door, angle of entry way; size of stalls, etc.)

Cafeteria (location, width of ordering line, seating arrangements, etc.)

Library (location, height of shelves, accessible tables, etc.)

Gym/Playground (location, supervision, equipment, fencing, etc.)

Assembly/Auditorium (location, seating, etc.)

Fire Exits (location, accessiblity-ramps, etc.)

Section 5

Curriculum

Indicate (a) curriculum used in each subject area.
(b) teacher instructions commonly used in that subject area.
(c) time of day when subject is taught.

Reading

(a)

(b)

(c)

Math

(a)

(b)

(c)

Spelling

(a)

(b)

(c)

Social Studies

(a)

(b)

(c)

Science

(a)

(b)

(c)

Other

(a)

(b)

(c)

Additional Curriculum Notes:

Section 6

Draw Classroom Diagram

Note width of aisles, spaces between seats, lighting, and any potential barriers. Also note presence of wall rails, etc. to assist students in wheelchairs.

Child Profile

VSSM#1

Quintero, M., Killoran, J., & Striefel, S.

I. Child's Name: ____________________ Child's Nickname: ____________________

II. Age: ____________________ Date of Birth: ____________________

III. Sex: ____________________

IV. Exceptionality (check one):

IH ____
SIH ____
SMH ____
SMH-Autistic ____
SMH-Deaf/blind ____

Hearing Impaired-Deaf ____
Hearing Impaired-Hard of Hearing ____
Visually Impaired-Blind ____
Visually Impaired-Partially Sighted ____

Physically Handicapped ____
Communication Disordered ____
Behavior Disordered ____
Learning Disabled
Other (Specify) ____
____

V. Educational History

	Self-Contained Full day	Self-Contained Part day	Resource Room Full day	Resource Room Part day	Regular class Full day	Regular class Part day	Other
Current Placement: (check all that apply)							
Placement during previous year: (check all that apply)							

VI. Academic Skills:

Reading: Grade equivalent from most recent testing ____________________

Program or curriculum presently used with child ____________________

____

____

Observations on child's current reading skills ____________________

____

____

Math: Grade equivalent from most recent testing ________________

Program or curriculum presently used with child ________________

____

____

Observations on child's current math skills ________________

____

____

Writing: Grade equivalent from most recent testing ________________

Program or curriculum presently used with child ________________

____

____

Observations on child's current writing skills ________________

____

____

VII. Social Skills:

How does child initiate play with peers? Check all that apply:

—— Gestures with objects (hands, objects, etc.)
—— Joins in ongoing play without prompting
—— Appropriately calls peers to join him/her without prompting
—— Child does not engage in appropriate play with peers
—— Other ________________________________

In a group situation, the child mostly:

—— Participates in cooperative play with peers
—— Plays only alongside peers (parallel play)
—— Plays alone (isolate play)

How does child respond when another child initiates play or speaks to him/her?

—— Responds appropriately by handing toy/sharing/engaging in verbal exchange (if child has verbal skills)
—— Ignores peers
—— Demonstrates physical/verbal aggression
—— Overtly refuses to interact (says "no", runs away, etc.)
—— Other; ________________________________

VIII. Communication Skills:

How does child make needs/wants known? ____________________
____

For communication, child uses (check all that apply:)

Manual sign language ____
Communication board ____
Written communication ____

Single words only ____
Short phrases ____
Full sentences ____

Other (specify) ____________________

According to most recent testing, the child's language skills are:

Receptive language age equivalent ____________________
Expressive language age equivalent ____________________

IX. Motor Skills:

Child can (check all that apply:)
____ Walk with support
____ Go up/down stairs alone
____ Walk alone

Child uses hands for:
____ Coloring
____ Feeding self
____ Picking up small objects
____ Cutting
____ Writing

Child uses the following:
____ Wheelchair
____ Walker
____ Other (specify) ____________
____

(If applicable) Child can:

____ Propel wheelchair independently
____ Transfer own body independent from wheelchair to seats,etc.

Child can toilet self: ____ yes ____ no
Child can dress self: ____ yes ____ no

For what motor activities, if any, does the child need help?
____
____

Note any restrictions to physical activity.

____

____

X. Medical Notes:

Is child on medication? ____ yes ____ no

Is medication administered during school hours? ____ yes ____ no

If yes, indicate name of medicine ________________________

Dosage ________________________

Time of day when administered ________________________

Physician's name ________________________

Physician's telephone number ________________________

Indicate side effects of medication (sleepiness, lack of appetite, etc.)

____

____

Does child have seizures? ____ yes ____ no

If yes, what does the child do during a seizure (e.g., fall to the floor, stare, etc.)? ________________________

____

____

____

Indicate procedure to be followed when child has a seizure ____________

____

____

____

Does child have vision or hearing problems? ____ yes ____ no

If yes, indicate type of problem ________________________

____

Does child use a hearing aid? ____ yes ____ no

Does child wear glasses? ____ yes ____ no

Does the child currently have tubes in his/her ears?

____ yes ____ right ____ left ____ no

Does the child need a catheter or colostomy bag? ____ yes ____ no

If yes, indicate procedure to be followed. ________________________

____

____

Does the child have food allergies or intolerances? ___ yes ___ no
If yes, please indicate. ______________________________
____

Does the child have feeding problems? ___ yes ___ no
If yes, please indicate. ______________________________
____

Does the child have cardiac problems? ___ yes ___ no
If yes, please indicate. ______________________________
____

Does child have other medical difficulties? ___ yes ___ no
If yes, please indicate. ______________________________
____
____

XI. Service Needs
Please complete each area:

Therapy	Goals of Therapy	Frequency/Duration of Therapy	Name of Therapist
Communication			
Occupational Therapy			
Physical Therapy			
Behavior Therapy			
Nutritional Programming			
Adaptive Physical Education			
Other			

XII. Behavior Management

Check reinforcers which are effective and describe conditions for which they are used regularly:

_____ edible; specify ______________________________

_____ points/chips; specify ______________________________

_____ stickers; specify ______________________________

_____ free time; specify ______________________________

_____ verbal praise; specify ______________________________

_____ physical attention (hugs, etc.); specify ______________________________

_____ other; specify ______________________________

What procedures are effective? ______________________________

____

____

When are they used? ______________________________

____

____

This product was developed by the
Functional Mainstreaming for Success (FMS) Project
and the
Validated Strategies for School-Age Mainstreaming (VSSM) Project

This publication was supported by Grant No. G008401757, from the Handicapped Children's Early Education Program of the U.S. Department of Education, and by Grant No. G008430088, from the Field Initiated Research Program of the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by them should be inferred.

This product is for limited dissemination
Please do not reproduce without consent of the authors

For more information, contact:

Sebastian Striefel, Ph.D
John Killoran, M.Ed.

Utah State University
Developmental Center for Handicapped Persons
UMC 6800
Logan, UT 84322-6800
(801) 750-1981

Task 10 - Consumer Satisfaction: The purpose of task 10 is to collect satisfaction data from parents, both those of children with and those of children without handicaps, and from staff. Consumer satisfaction surveys were developed by the FMS Project for this purpose. Data is collected in terms of satisfaction with individual programs for children, staff interactions, and overall general quality and feedback on the program itself. The data is then used to revise and make adjustments in the program as indicated. Child stress data is also collected on non-handicapped peers through the Child Stress Checklist.

Parent and Staff Satisfaction Surveys are conducted on a quarterly basis. The feedback provided is then used to make program modifications as indicated and to address any problem areas which are identified.

The Child Stress Checklist is designed to help parents and teachers to determine if a child demonstrates signs of stress during the process of mainstreaming. The checklist is of particular utility if a baseline level of a child's behaviors is obtained before a child experiences a change in academic placement, and that baseline is then compared with changes in levels of behaviors after change in placement. All children will exhibit some of these behaviors on occasion without being under undue stress. Behaviors of concern are those which persist, or which demonstrate a sudden or sharp increase in frequency. If such behaviors are identified, a systematic program must be designed and implemented to deal with the problem.

TASK 10 MATERIALS

Parent Satisfaction Questionnaire
Staff Satisfaction Questionnaire
Child Stress Checklist

CHIPP-FMS
Parent Satisfaction Questionnaire

1 How would you rate the education that your child received at the CHIPP integrated preschool?

1	2	3	4	5
Excellent	Good	Average	Fair	Poor

2. How would you rate your interactions with CHIPP intetratged preschool staff? (Only integrated preschool staff, not other DCHP preschool staff.)

1	2	3	4	5
Excellent	Good	Average	Fair	Poor

3. Did your child like the program? Yes_____ No _____. If not, please indicate why.

4. Knowing what you now know about the Mainstream Preschool program, please circle one of the following:

1	2	3	4
Glad my child was in the integrated program	Wish my child had been in a non-integrated special education classroom	Wish my child had been in a preschool without children who have handicaps	Don't know or don't wish to answer

5. If you worked in the classroom, answer question 5; if not, go to question 6. What was your reaction to working in the classroom? Did you feel comfortable with your assigned responsibilities? Do you think you need more training?

6. What things did you like about the Mainstream Preschool program?

7. What things would you like to change about the Mainstream Preschool program?

8. What specific concerns, if any, did you have about mainstreaming before your child started in the program? Did these things happen?

9. Does your child have a handicapping condition? _____ yes _____ no

Thank you! 9/86

STAFF SATISFACTION FORM

Version I

Your feedback is critical to the success of future mainstreaming activities. Please take a moment to complete this form about the mainstreaming activity in which your student(s) participated. Please indicate your response to each item by circling one choice:

1. Generally, I feel positive about the mainstreaming activity in which we participated.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

2. The children in my classroom/program reacted positively to the mainstreaming activity.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

3. I understand the purpose(s) for the mainstreaming activity which took place.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

4. I think the benefits significantly outweighed any inconveniences of this mainstreaming activity.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

5. I was given the opportunity to be as involved as I wished to be, in planning and carrying out this mainstreaming.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

6. I felt that the FMS project staff were supportive and helpful throughout this mainstreaming activity.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

7. I feel that the interactions that resulted from this activity between children with and without handicaps, were positive and beneficial to all the children.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

8. I feel competent to carry out a similar mainstreaming activity by myself, without FMS project staff involvement.

Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly

9. I estimate that approximately ________ % (insert a percentage number) of the children in my class/program are appropriate for participation in this type of mainstreaming activity. (If you feel that some children are not appropriate for this activity, please briefly indicate why).

10. I saw the following strengths in this activity:

11. I saw the following weaknesses in this activity:

12. In future activities of this type, I would change or recommend the following:

Any other comments are welcome. Thank you!

CHILD STRESS CHECKLIST
FMS/VSSM

PURPOSE:

This instrument is designed to help parents and teachers to determine if a child demonstrates signs of stress during the process of mainstreaming. The checklist is of particular utility if a baseline level of a child's behaviors is obtained before a child experiences a change in academic placement, and that baseline is then compared with changes in levels of behaviors after change in placement.

NOTE: All children will exhibit some of these behaviors on occasion without being under significant stress. Behaviors of concern are those which persist, or which demonstrate a sudden, sharp increase in frequency.

INSTRUCTIONS:

The parent or teacher completing the checklist is to circle the frequency with which a child exhibits difficulties in the area described. Examples are listed for each of the areas for the purpose of clarification; however, the examples do not represent all possible behaviors in an area, nor does a child have to demonstrate all of the examples listed in order to be rated. For instance, a child may hold his/her breath 3 to 4 times per week, but not demonstrate shallow or rapid breathing. On area 1, the scoring for this example should reflect:

AREA	TIMES PER WEEK			
Breathing irregularity (e.g. shallow, rapid; breath holding)	0	1-2	[✓ 3-4]	5+

Child Stress Checklist

Child's Name ____________________ **Age** ___ **Date of Birth** ______________

Name of Person Completing Checklist ________________________________

Relationship to Child ____________________________ **Date** ____________

AREA	TIMES PER WEEK			
Breathing irregularity (e.g., shallow, rapid; breath holding)	0	1-2	3-4	5+
Physical complaints (e.g., aches or pains, headaches, heart pounding; nausea	0	1-2	3-4	5+
Nervous behaviors (e.g., reports feeling scared without identifying source; easily startled; nervous laughter; tics, muscle spasms; twitches; thumb-sucking; hands shake, are cold or moist; stuttering; teeth clenching	0	1-2	3-4	5+
Overactivity, excessive tension, or alertness	0	1-2	3-4	5+
Compulsive behaviors (e.g., ear tugging, pulls own hair or eyebrows, excessive cleanliness, demands perfection; overeating)	0	1-2	3-4	5+
Poor concentration (e.g., confused, forgetful, daydreams, retreats from reality)	0	1-2	3-4	5+
Depression (e.g., downgrades self; explosive crying; poor sleeping, eating; loss of interest in activities usually approached with vigor; listless)	0	1-2	3-4	5+
Social difficulties (e.g., cannot get along with friends; unusual jealousy; withdrawal; unusual shyness; attention-seeking; boasts superiority)	0	1-2	3-4	5+
Sleep disorders (e.g., nightmares; night terrors; cannot fall asleep; difficulty waking up)	0	1-2	3-4	5+

Conduct disorders (e.g., defiance; cruelty toward people or pets; lying; stealing; use of alcohol, drugs, cigarettes)	0	1-2	3-4	5+
School difficulties (e.g., states dislike of school or teacher(s); decline in school achievement; refuses to go to school)	0	1-2	3-4	5+
Incontinence (e.g., frequent urination, diarrhea; soils/wets pants; bedwetting)	0	1-2	3-4	5+
Increased number of accidents, falls, minor spills	0	1-2	3-4	5+

References

A common body of practice for teachers: The challenge of Public Law 94-142 to teacher education. (1980). Washington, DC: The American Association of Colleges of Teacher Education, Washington DC.

Adams, P. R., Quintero, M., Killoran, J., Striefel, S., & Frede, E. (1986). *A review and synthesis of teacher competencies necessary for effective mainstreaming*. Unpublished manuscript, Utah State University, Developmental Center for Handicapped Persons, Logan, UT.

Adams, P.R., Striefel, S., Quintero, M., & Killoran, J. (1986). *The general teacher needs assessment: 23 competencies for successful mainstreaming*. Curriculum product, Utah State University.

Adams, P.R., Striefel, S., Quintero, M., & Killoran, J. (1986). *The directory of local training resources*. Curriculum product, Utah State University.

Adams, P., Quintero, M., Striefel, S., & Killoran, J. (1985). *Long-term needs of students with handicaps: Mainstreaming and critical competencies for teachers*. Unpublished manuscript, Utah State University.

Adams, P., Striefel, S., Frede, E., Quintero, M., & Killoran, J. (1985). *Successful mainstreaming: The elimination of common barriers*. Unpublished manuscript, Utah State University, Developmental Center for Handicapped Persons, Logan, UT.

Arick, J. R., Almond, P. J., Young, C., & Krug, D. A. (1983). *Effective mainstreaming in the schools*. Oregon: ASIEP Education.

Bellamy, T. (1986). OSER Priority Letter. Office of Special Education and Rehabilitative Services, Washington, D.C.

Bloom, M., & Garfunkel, F. (1981). Least restrictive environments and parent-child rights: A paradox. *Urban Education*, *15*, 379-401.

Brophy, J. E., & Everton, C. (1981). *Student characteristics of teaching*. New York: Longman Publishing Co.

Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological age appropriate and functional curricular content for severely handicapped adolescents and young adults. *Journal of Special Education*, *13*, 81-90.

Brown, L., Falvey, M., Vincent, L., Kaye, N., Johnson, F., Ferrara-Parrish, P., & Gruenewald, L. (1979). Strategies for generating comprehensive, longitudinal and chronological age appropriate individual education plans for adolescent and young adult severely handicapped students. In L. Brown, M. Falvey, D. Baumgart, I. Pumpian, J. Schroeder, & L. Grunenwald (Eds.), *Strategies for teaching chronological age appropriate functional skills to adolescents and young adult severely handicapped students*, *IX*, Madison, WI: Madison Metropolitan School District.

Brown, L., Ford, A., Nisbet, J., Sweet, M., Donnellan, A., & Gruenewald, L. (1983). Opportunities available when severely handicapped students attend chronological age appropriate regular schools. *Journal of the Association for the Severely Handicapped*, *8*, 16-24.

Brown, L., Nietupski, J., & Hamre-Nietupski, S. (1976). The criterion of ultimate functioning. In M. A. Thomas (Ed.), *Hey, don't forget about me! Education's investment in the severely and profoundly handicapped*. Reston, VA: The Council for Exceptional Children.

Cansler, D. P., & Winton, P. (1983). Parents and preschool mainstreaming. In I. Anderson, & T. Black (Eds.), *Mainstreaming in early education*. North Carolina: TADS Publications.

Congressional Record (1986). Education of the Handicapped Act Amendments of 1986, 99th Congress, Report 99-860.

Cooke, T. P., Ruskus, J. A., Apolloni, T., & Peck, C. A. (1981). Handicapped preschool children in the mainstream: Background, outcomes and clinical suggestions. *Topics in Early Childhood Special Education*, *1*, 53-73.

Crisci, P. E. (1981). Competencies for mainstreaming: Problems and issues. *Education and Training of the Mentally Retarded*, *16*, 175-182.

Curry O'Connell, J. (1986, Spring). Managing small group instruction in an integrated preschool setting. *Teaching Exceptional Children*, 166-172.

Demerest, E., & Vuoulo, P. (1983). Perspectives of mainstreaming: A parent's view, a teacher's view. *Children Today*, *18*, 26-28.

Deno, E. (1973). *Instructional alternatives for exceptional children*. Reston VA: The Council for Exceptional Children.

DeWulf, M., Biery, T., & Stowitschek, J. J. (1987). *Modifying preschool teaching behavior through telecommunications and graphic feedback*. Unpublished manuscript, Utah State University, Logan, UT.

Donaldson, J. (1980). Changing attitudes toward handicapped persons: A review and analysis of research. *Exceptional Children*, *46*(7), 504-513.

Donder, J., & York, R. (1984). Integration of students with severe handicaps. In N. Certo, N. Haring, & R. York (Eds.), Integration of severely handicapped students. Baltimore: Brookes Publishing Co.

Edgar, E., & Davidson, C. (1979). Parent perceptions of mainstreaming. Education Unlimited, 32-33.

Egbert, R. L., & Kluender, M. M. (1979). Teacher education in 1985, with special reference to the exceptional child: Ideal/probable. Teacher Education and Special Education, 2, 17-20.

Findlay, J., Miller, P., Pegram, A., Richey, L., Sanford, A., & Semrau, B. (1976). A planning guide to the preschool curriculum: The child, the process, the day. Chapel Hill, NC: Chapel Hill Training-Outreach Project.

Greer, J. G. (1982). Strategies for helping severely and multiple handicapped citizens. Baltimore, MD: University Park Press.

Gresham, F. M. (1981). Misguided mainstreaming: The case for social skills training with handicapped children. Exceptional Children, 49(4), 331-338.

Gresham, F. M. (1982). Misguided mainstreaming: The case for social skills training with handicapped children. Exceptional Children, 48, 422-433.

Guralnick, M. J. (1983). Fundamental issues in pre-school mainstreaming. In J. Anderson, & T. Black (Eds.), Mainstreaming in early education (pp. 1 - 20. Chapel Hill, NC: Technical Assistance Development System.

Hamline, M. F. (1985). Integrating disabled children. Young Children, 45-48.

Horner, R.D. (1977). A competency-based approach to preparing teachers of the severely and profoundly handicapped: Perspective II. In E. Sontag (Ed.), Educational programming for the severely and profoundly handicapped (pp. 430-444). Reston, VA: Division on Mental Retardation, The Council for Exceptional Children.

Horner, R.H., McDonnell, J., & Bellamy, G.T. (1986). Efficient instruction of generalized behaviors: General case programming in simulation and community settings. In R.H. Horner, L.N. Meyer, & H.D. Fredericks (Eds.) Educating learners with severe handicaps: Exemplary service strategies. Baltimore: Paul H. Brookes Publishing.

Hughes, J. H., & Hurth, J. L. (1984). Handicapped children and mainstreaming: A mental health perspective. Rockville, MD: U. S. Department of Health and Human Services.

Johnson, D. W., & Johnson, R. T. (1981). Organizing the school's social structure for mainstreaming. In P. Bates (Ed.), Mainstreaming: Our current knowledge base (pp. 141-160). Minneapolis: University of Minnesota.

Karnes, M. B. (1980). Mainstreaming parents of the handicapped. In H. D. Burbach (Ed.), Mainstreaming: A book of readings and resources for the classroom teachers (pp. 68-70). Kendall-Hunt Publishing Company.

Kaufman, M., Gottlieb, J., Agard, J., & Kukic, M. (1975). Mainstreaming: Toward an explication of the construct. In E. L. Meyer, G. A. Vergason, & R. J. Whelan (Eds.), Alternatives for teaching exceptional children (pp. 40-41). Denver: Love Publishing Co.

Killoran, J., Allred, J., Striefel, S., & Quintero, M. (1986). A mainstream teacher's guide to peer tutoring. Curriculum product, Utah State University, Logan, UT.

Killoran, J., Striefel, S., & Quintero, M. (1986). Teacher's expectations assessment for mainstreaming- preschool and kindergarten. Curriculum product, Utah State University, Logan, UT.

Killoran, J., Striefel, S., Quintero, M., & Yanito, T. (1986). The mainstreaming expectations and skills assessment-preschool and kindergarten and instruction manual. Curriculum product, Utah State University, Logan, UT.

Larrivee, B. (1981, September). Effect of inservice training intensity on teacher's attitudes toward mainstreaming. Exceptional Children, 48(1), 34-40.

Madden, N. A., & Slavin, R. E. (1983). Mainstreaming students with mild handicaps: Academic and social outcomes. Review of Educational Research, 53(4), 519-569.

Masat, L. J., & Schack, F. K. (1981). The mainstream teacher: Training is not enough. Principal, 61, 28-30.

Mercer, C. O., Forgnone, C., & Beattle, J. (1978). In-service and the large university: Perspectives, issues and recommendations. Teacher Education and Special Education, 2, 30-34.

Mlynek, S., Hannah, M. E., Hamlin, M. A. (1982). Mainstreaming: Parental perceptions. Psychology in the Schools, 19, 354-359.

Morgan, R., & Striefel, S. (1987). Ranking of procedures used to decrease behaviors in educational settings. Technical paper, Outreach and Development Division, Developmental Center for Handicapped Persons, Utah State University, Logan, UT.

Mott, S., Striefel, S., & Quintero, M. (1986). Preparing nonhandicapped students for mainstreaming: A literataure review for school psychologists.

Nash, C. E., & Boileau, J. L. (1980). *The teacher's guide to mainstreaming: A handbook for regular classroom teachers*.

Nelke, C., Quintero, M., Killoran, J., Allred, J., & Striefel, S. (1987). *Peer preparation of preschoolers*. Unpublished manuscript, Utah State University, Logan, UT.

Nelke, C., Quintero, M., Striefel, S. (1987). *Instructions for activity I: Puppet shows*. Unpublished manuscript, Utah State University, Logan, UT.

Pasanella, A. L., Volkmor, C. B. (1981). *Teaching handicapped students in the mainstream: Coming back or never leaving* (3rd ed.). Columbus, OH.

Peterson, N. L. (1983). Personnel training for mainstreaming young handicapped children. In J. Anderson, & T. Black (Eds.), *Mainstreaming in early education*. Chapel Hill, NC: Technical Assistance Development System.

Powers, D. A. (1983). Mainstreaming and the inservice education of teachers. *Exceptional Children*, *49*(5), 432-439.

Price, M., & Weinberg, N. (1982). *Making integration work*. Albuquerque: Albuquerque Special Preschool.

Quintero, M., Killoran, J., & Striefel, S. (1986). *Teacher guidelines for prompting and praising*. Unpublished manuscript, Utah State University, Logan, UT.

Quintero, M., Killoran, J., & Striefel, S. (1986). *The child profile*. Curriculum product, Utah State University, Logan, UT.

Quintero, M., Phelps, B., Striefel, S., & Killoran, J. (1986). *Guidelines for successful VSSM/FMS buddy system*. Unpublished manuscript, Utah State University, Logan, UT.

Quintero, M., & Striefel, S. (1986). *Creating support for mainstreaming through parent education*. Reston, VA: Foundation for Exceptional Children.

Quintero, M., Striefel, S., Killoran, J., & Allred, J. (1986). *Classroon environmental observation for mainstreaming and instruction manual*. Curriculum product, Utah State University, Logan, UT.

Reynolds, M. C., & Birch, J. W. (1982). *Teaching exceptional children in all America's schools*. Reston, VA: Council for Exceptional Children.

Ringlaben, R., & Price, J. (1981). Regular classroom teachers' perceptions of mainstreaming effects. *Exceptional Children*, *47*(4), 302-304.

Rule, S., Killoran, J., Stowitschek, J., Innocenti, M., Striefel, S., & Boswell, C. (1985). Training and support for mainstream day care staff. *Early Childhood Research Quarterly*, *1*, 141-154.

Schanzer, S. S. (1981). When can we justify mainstreaming? *Principal*, *61*, 31-32.

Schwartz, L. L. (1984). *Exceptional students in the mainstream*. Belmont, CA: Wadsworth Publishing Co.

Stainback, W., & Stainback, S. (1983). A review of research on the educability of profoundly retarded persons. *Education and Training of the Mentally Retarded*, *18*, 90-100.

Stainback, W., & Stainback, S. (1981). A review of research on interactions between severely handicapped and nonhandicapped students. *The Journal of the Association for the Severely Handicapped*, *6*, 23-29.

Stainback, W., Stainback, S., & Jaben, T. (1981). Providing opportunities for interactions between severely handicapped and nonhandicapped students. *Teaching Exceptional Children*, *13*, 72-75.

Stamm, J. M., (1980). Teacher competencies: Recommendations for personnel preparation. *Teacher Education and Special Education*, *3*(1), 52-57.

Stokes, T. F., & Baer, D. M. (1977, Summer). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, *10*, 349-369.

Stremel-Campbell, K., Moore, W., Johnson-Dorn, N., Clark, J., & Toews, J. (1983). Integration for severely handicapped children and youth. *Teaching Research Infant and Child Center Newsletter*, *12*(1), 1-6.

Striefel, S., & Cadez, M. J. (1983a). *Serving children and adolescents with developmental disabilities in the special education classroom: Proven methods*. Baltimore: Paul H. Brookes Publishing Co.

Striefel, S., & Cadez, M. J. (1983b). *The program assessment and planning guide for developmentally disabled and preschool children*. Springfield: Charles C. Thomas Publishing.

Striefel, S., & Killoran, J. (1984). *Grouping handicapped and nonhandicapped students in mainstream settings*. (HCEEP Grant No. G008401757). Logan, UT: Utah State University.

Striefel, S., & Killoran, J. (1984a). *Research and validation of procedures and materials for enhancing mainstreaming*. (OSERS Grant No. G008430088). Logan, Ut: Utah State University.

Striefel, S., & Killoran, J. (1984b). *Grouping handicapped and nonhandicapped children in mainstream settings*. (HCEEP Grant No. G008401757). Logan, UT: Utah State University.

Striefel, S., Killoran, J., & Quintero, M. (1984). Grouping handicapped and nonhandicapped students in mainstream settings. Paper presented at Conference of the American Association on Mental Deficiency, Region IV, Salt Lake City, UT.

Striefel, S., Killoran, J., Quintero, M., & Adams, P. (1985). Definition of Mainstreaming. Unpublished manuscript, Utah State University, Developmental Center for Handicapped Persons, Logan, UT.

Taylor, S. J. (1982, Fall). From segregation to integration: Strategies for integrating severely handicapped students in normal school and community settings. Journal of the Association for the Severely Handicapped, 8, 42-49.

Teaching Research Associates. (1984). Entrans transition skills assessment. Monmouth, OR.

Thomason, J., & Arkell, C. (1980). Educating the severely/profoundly handicapped in the public schools: A side-by-side approach. Exceptional Children, 46, 114-122.

Thompson, R. H., & Morgan, D. P. (1980). Interaction patterns of regular classroom teachers with mildly handicapped students in mainstreamed classrooms (Technical Report No. 47).

Turnbull, A. P., & Schultz, J. B. (1979). Mainstreaming handicapped students: A guide for the classroom teacher. Boston: Allyn & Bacon.

Turnbull, A. P., Winton, P. J., Blacher, J., & Salkind, N. (1983). Mainstreaming in the kindergarten classroom: Perspectives of parents of handicapped and nonhandicapped children. Journal of the Division of Early Childhood.

Voeltz, L., Kishi, G., Brown, S., & Kube, C. (1980). Special friends training manual: Starting a project in your school. Honolulu: University of Hawaii.

Walker, H. M. (1983). A systematic approach to the integration of handicapped children into less restrictive settings. University of Oregon, College of Education, Eugene, OR.

Weisenstein, G. R., & Pelz, R. (1986). Administrator's desk reference on special education. Rockville, MD: Aspen.

Wilcox, B., & Bellamy, G.T. (1982). Design of high school programs for severely handicapped students. Baltimore: Paul H. Brookes.

Zigmond, N., & Sansone, J. (1981). What we know about mainstreaming from experience. In P. Bates (Ed.), Mainstreaming: Our current knowledge base (pp. 97-111). Minneapolis: University of Minnesota, National Support Systems Project.

LIST OF FIGURES

FIGURE 1	Flowchart of Children's Placements into Total or Partial Mainstreaming
FIGURE 2	Administrative Planning Forms
FIGURE 3	Questions Teachers Most Often Ask About Mainstreaming
FIGURE 4	General Teacher's Needs Assessment
FIGURE 5	TEAM-PK
FIGURE 6	Directory of Local Training Resources
FIGURE 7	Non-obtrusive Data Collection
FIGURE 8	Eligibility Criteria Checklist
FIGURE 9	Options for Mainstreaming
FIGURE 10-13	IEP Decision-Making Flowcharts
FIGURE 14	Weekly Lesson Summary
FIGURE 15	Individualization Summary
FIGURE 16	Small Group Language Summary
FIGURE 17	Mainstreaming Expectations Skills Assessment -Preschool Kindergarten (MESA-PK)
FIGURE 18	Classroom Environment Observation (CEO)
FIGURE 19	Child Profile

APPENDIX

Product Listing

FUNCTIONAL MAINSTREAMING FOR SUCCESS

PRODUCTS AND ACTIVITIES

1986-87

Sebastian Striefel, Ph.D., Director

John Killoran, M.Ed., Co-Director

Maria Quintero, Coordinator

Joel Allred, M.Ed., Development Specialist

Project Staff: Jane Schultz

Brian Sevy

Hans Michielsen

Steve Campbell

Evaluation Specialist: Geanie Lombard

Developmental Center for Handicapped Persons

Utah State University

Logan, UT 84322-6800

(801) 750-2039

The following is a list of products and activities developed or under development by the FMS project during the 1986-1987 year. Reviews of the literature are listed first, followed by products to be used for mainstreaming activities. Each product/activity is coded to indicate items that are currently available for dissemination, those that are available only for field testing, and those which are still in a stage of development or editorial revision. Items for dissemination are available for the cost of reproduction. Prices are indicated.

* Product development is on-going

** Product available for field test

*** Product available for dissemination

The development of these materials was supported by Grant No. G008401757 of the Office of Special Education and Rehabilitative Services. However, the opinions expressed herein do not necessarily reflect the position of OSERS and no official endorsement by them should be inferred.

LITERATURE REVIEWS

A = Available in Research Literature

D = Review Being/or Has Been Developed by the Project

Review #	Review Title	Cost
R1(D)***	Yanito, T., Quintero, M., Killoran, J., & Striefel, S. **Teacher Attitudes Toward Mainstreaming** - A literature review summarizing the attitudes of regular education teachers toward children with handicaps and the concept of mainstreaming.	$ 3.05
R2(D)***	Mott, S., Striefel, S., & Quintero, M. **Preparing Regular Classroom Students for Mainstreaming** - A literature review of the literature summarizing research findings from different activities used to prepare peers for mainstreaming.	$ 1.80
R3(D)***	Quintero, M., Striefel, S., Killoran, J., & Ahooraiyan, A. **A Critical Review of Parent Involvement in Mainstreaming** - literature review summarizing parental concerns about mainstreaming and recommending methods for enhancing positive home/school communications.	$ 2.25
R4(D)**	Adams, P., Quintero, M., Killoran, J., Striefel, S. & Frede, E. **A Literature Review and Synthesis of Teacher Competencies Necessary for Effective Teaching of Mainstreamed Students** - A literature review of research and programs which have investigated the teacher competencies that apply to mainstreaming. A list of competencies for mainstreaming is proposed.	$ 2.65
R5(D)*	Adams, P., Killoran, J., Quintero, M., & Striefel, S. **Mainstreaming and Teacher Competence: Some Concerns About the Adequacy of Teacher Training** - A written discussion of the current status of preservice and inservice teacher training, and recommendations for systemic changes.	$ 2.55

LITERATURE REVIEWS (CONT.)

Review #	Review Title	Cost
R6(D)*	**Long-term Needs of Students with Handicaps: Mainstreaming and Critical Competencies for Teachers** - A written discussion of the teacher training needs which arise when a child with a moderate or severe handicapping condition is mainstreamed into a regular school.	Presently not available
R7(D)***	Adams, P., Striefel, S., Frede, E., Quintero, M., & Killoran, J. **Successful Mainstreaming: The Elimination of Common Barriers** - A written discussion which presents a comprehensive, procedural approach to mainstreaming.	$ 2.10
R8(A)	Jenkins, J.R. & Jenkins, L.M. (1982) **Peer and Cross Age Tutoring**. University of Minnesota.	Available from Authors
R9(A)	Johnson, D.W. & Johnson, R.T. (1980) **Promoting Constructive Student-Student Relationships Through Cooperative Learning** University of Minnesota.	" "
R10(A)	Wang, M.C. (1983) **Provision of Classroom Instruction That Is Adaptive to Student Differences**. University of Minnesota.	" "
R11(A)	Allen, J., Clark, F., Gallagher, P., & Schofield, F. (1982). **Classroom Strategies for Accommodating Exceptional Learners**. University of Minnesota.	" "
R12(D)***	Quintero, M., Killoran, J., & Striefel, S. **The Special Educator's Role in Mainstreaming** discussion of preparation needs of special educators and issues that arise among teaching personnel when mainstreaming starts in a school.	$ 1.10

PRODUCT DEVELOPMENT

Product #	Product Title	Unit Cost
P1**	**The Mainstream Expectations and Skills Assessment -Preschool & Kindergarten (MESA-PK) -** A prototype system for helping IEP Teams in better determining goals to improve a child's preparedness for mainstreaming into a particular setting. The system combines a teacher's expectations with a child's skills, so that critical skill deficits can be addressed prior to a mainstream placement.	$ 0.50
P2**	**TEAM-PK** - A modified MESA-PK, used by a child's team (T) to access general expectations. This information is used by administrators to identify the training needs of a teaching staff.	$ 0.45
P3**	**Classroom Environment Observation System for Mainstreaming (CEO)** - A focused observation system for assessing the environmental demands of a setting prior to, or during, mainstreaming; designed primarily for use by the special education teacher but can be used by an administrator, aide, parent, or other teacher.	$ 0.40
P4**	**The Mainstreaming Teachers Guide to Designing, Conducting and Evaluating Peer Tutoring -** A system designed for special education teachers to train nonhandicapped students to be tutors for special education students. Procedures are generic, so they can be adapted to a variety of discrete-trial programs.	$ 1.15
P5***	**Facts About Mainstreaming: Answers for Parents of Children Without Handicaps -** A brochure answering questions and concerns parents of children without handicaps often have regarding mainstreaming. The material can be used as a basis for parent group and PTA presentations.	$ 0.15
P6*	**Peer Preparation User's Guide** - Techniques for preparing children without handicaps for mainstreaming through group discussions, puppet shows, role plays, and other activities.	Presently not available

PRODUCT DEVELOPMENT

Product #	Product Title	Unit Cost
P7***	**Facts About Mainstreaming: Answers for Parents of Children with Handicaps** - A brochure answering questions and concerns parents of children with handicaps often have regarding mainstreaming. The material can be used as a basis for parent group discussions.	$ 0.20
P8***	**The Mainstreaming IEP** - A pamphlet for helping educators as they train parents to assume an active role in integrating their child at school and in the community.	$ 0.30
P9**	**Parent Mainstream Questionnaire** - A questionnaire for measuring parental attitudes and knowledge about mainstreaming.	$ 0.10
P10***	**Questions Teachers Often Raise About Mainstreaming** - A pamphlet designed to address the regular classroom teacher's concerns about mainstreaming.	$ 0.20
P11***	**Methods For Mainstreaming, or Managing the Mainstream Mandate** - A brief handout giving general suggestions on how to mainstream.	$ 0.10
P12**	**Teacher Needs Assessment** - A system for use by teachers and administrators for identifying teacher training needs, and accessing support and technical assistance to meet these needs.	$ 0.55
P13*	**Teacher Guidelines for Prompting and Praising**	Presently not available
P14**	**Child Profile** - A form for communicating critical child information to a receiving teacher.	$ 0.30
P15**	**Child Stress Checklist** - A checklist of behaviors commonly associated with child stress, to identify behavior changes that may signal when a mainstreamed child is under stress.	Presently not available

PRODUCT DEVELOPMENT

Product #	Product Title	Unit Cost
P16*	**Effective Grouping in the Mainstream** - A list of guidelines for grouping students of different ability levels in a mainstream classroom.	Presently not available
P17*	**VSSM Buddy System** - Rationale, guidelines, and step-by-step directions to implement a buddy system.	$ 0.50